

C
Up6 H
1911/12

A

pper Iowa
University
Bulletin

JUNE

1912

VOLUME

XIV

Fourth, June

NUMBER

VI

Entered as
Second Class
Matter



The CATALOGUE

—1911-1912—

UPPER IOWA UNIVERSITY BULLETIN

VOLUME XIV

Fifty-Sixth Year

NUMBER 6

THE CATALOGUE 1911-1912

Errata

Edson R. Leach.....Hawkeye, Iowa
omitted from list of Junior Class. Page 106.

Page 76 the name of James E. Clough should be John E. Clough.

Page 112 **Seniors** should follow after **Voice** and **Juniors** in place
of word **Seniors**.

FAYETTE, IOWA
PUBLISHED BY THE UNIVERSITY
MONTHLY

ENTERED AS SECOND CLASS MATTER UNDER ACT OF CONGRESS
OF JULY 16, 1894

1871

Received of the Treasurer of the
Board of Directors of the
City of New York the sum of
\$100.00 for the year 1871

UPPER IOWA UNIVERSITY BULLETIN

VOLUME XIV

Fifty-Sixth Year

NUMBER 6

THE CATALOGUE

1911-1912



FAYETTE, IOWA

PUBLISHED BY THE UNIVERSITY
MONTHLY

ENTERED AS SECOND CLASS MATTER UNDER ACT OF CONGRESS
OF JULY 16, 1894

VOL. XIV. COLLEGE BULLETIN No. 6

CALENDAR

1912

JANUARY

S	M	T	W	T	F	S
..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..
..

MAY

S	M	T	W	T	F	S
..	..	..	1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..
..

SEPTEMBER

S	M	T	W	T	F	S
..
..	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	..	..	..	..	..
..

FEBRUARY

..	..	..	..	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	..	..
..

JUNE

..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	..	..
..
..	24	25	26	27	28	29
30	..	..	..	..	..	..

OCTOBER

..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31	..	..
..

MARCH

..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31	..	..	..	..	..	..

JULY

..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31	..	..	..
..

NOVEMBER

..	..	..	..	..	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	..	29	30
..

APRIL

..	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	..	..	..	..
..

AUGUST

..	..	..	..	1	2	3
..
..
..
..
..

DECEMBER

1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	..
..
..
..

1913

JANUARY

..
..	..	8	9	10	11	..
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	..
..

MARCH

..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	..
..	..	26	27	28	29	..
30	31	..	..	..	..	..

MAY

..	..	..	1	2	3	..
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	..	31
..

FEBRUARY

..	..	..	..	..	..	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	..
..

APRIL

..	..	1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	..	..	..
..

JUNE

1	2	3	4	5	6	7
8	9	10	11	12	..	..
..
..	23	24	25	26	27	28
29	30	..	..	..	..	..
..

College Calendar

FIFTY-SIXTH ANNUAL COMMENCEMENT

1912.

- JUNE 8, *Saturday.* Commencement of the School of Education at 8:00 p. m.
- JUNE 9, *Sunday.* Love Feast. Dean J. W. Dickman, presiding. All old students and Alumni gather at this hour for religious conference and fellowship at 9:00 a. m.
Academic Procession. Baccalaureate Sermon. President Cooper preaches to the graduating class at 10:30 a. m.
College Sing: the All-Together. Address before the Christian Associations. (College song will both precede and follow the address.) 4:00 p. m.
Academic Procession. College Sermon, at 8:00 p. m.
- JUNE 10, *Monday.* Recital of the School of Oratory, at 2:00 p. m.
Commencement of the School of Music, at 8:00 p. m.
- JUNE 11, *Tuesday.* Business Meeting of the Alumni Association, at 9:30 a. m.
Annual Meeting of the Board of Trustees, at 10:00 a. m.
Fawcett Prize Contest in Oratory, at 2:00 p. m.
Annual Meeting of the Ladies' Professorship Association, at 4:00 p. m.
Semi-Centennial of Boys of the Societies, 4:00 p. m.
Campfire and Re-Union of Old Soldiers, at 8:00 p. m.

- JUNE 12, *Wednesday.* Class Day Exercises at 10:00 a. m.
Alumni Banquet, at 1:00 p. m.
Inter-Class Contest for Silver
Cup, at 3:00 p. m.
Reception by the Literary Societies,
4:00 p. m. to 6:00 p. m.
College Lecture, by Benjamin Cha-
pin, Chicago, Ill., 8:00 p. m.
- JUNE 13, *Thursday.* Fifty-sixth Annual Commencement.
Address by Bishop Edwin Holt
Hughes, D. D., LL. D.
- JUNE 24, *Monday.* Summer Session begins.
- JULY 7, *Sunday.* Convocation Sermon before the Sum-
mer School.
- AUGUST 3, *Saturday.* Summer Session Ends.
- SEPTEMBER 9-10, *Monday, Tuesday.* Enrollment for the First
Semester.
- SEPTEMBER 11, *Wednesday.* Matriculation Day Address at
10:00 a. m.
College Session begins.
- OCTOBER 13, *Sunday.* Convocation Sermon.
- NOVEMBER 28, *Thursday.* Thanksgiving. Exercises suspend-
ed.
- DECEMBER 6, *Friday.* Sam S. Wright Debate Contest be-
tween the Senior Literary Soci-
eties.
- DECEMBER 8, *Sunday.* Convocation Sermon.
- DECEMBER 20, *Friday.* College Closed for the Christmas
Holidays.

THE COLLEGE

5

1913.	
JANUARY 8,	<i>Wednesday.</i> College Session resumes after the Christmas Recess.
JAN. 29-30-31,	<i>Wednesday, Thursday, Friday.</i> Examinations of the First Semester.
FEBRUARY 1 AND 3,	<i>Saturday and Monday</i> Enrollment of new students.
FEBRUARY 4,	<i>Tuesday.</i> Second Semester begins.
FEBRUARY 6,	<i>Thursday.</i> Day of Prayer for Colleges.
FEBRUARY 22,	<i>Thursday.</i> Washington's Birthday Address at 10:00 a. m. All recitations suspended.
MARCH 2,	<i>Sunday.</i> Convocation Sermon.
MARCH 21-26,	Easter Recess.
MARCH 28,	<i>Friday.</i> Debate Contest between the Junior Literary Societies.
APRIL 13,	<i>Sunday.</i> Convocation Sermon.
APRIL 25,	<i>Friday.</i> Intercollegiate Debate.
MAY 30,	<i>Friday.</i> Memorial Day. Exercises suspended.
JUNE 5-7,	<i>Thursday, Friday, Saturday.</i> Examinations of the Second Semester.
JUNE 5-12,	FIFTY-SIXTH ANNUAL COMMENCEMENT.
JUNE 23-AUGUST 2,	SUMMMER SESSION.

Board of Trustees

PRESIDENT	-	-	-	-	-	-	QUINTUS C. BABCOCK
SECRETARY	-	-	-	-	-	-	CHARLES R. CARPENTER
TREASURER	-	-	-	-	-	-	HENRY F. BEYER
ASSISTANT TREASURER	-	-	-	-	-	-	JOHN W. DICKMAN

EX-OFFICIO:

RICHARD WATSON COOPER, D. D., Litt. D.

TERM EXPIRES IN 1912

HON. QUINTUS C. BABCOCK,	<i>Fayette</i>
HENRY F. BEYER, ESQ.,	<i>Edgewood</i>
HON. HENRY C. CURTIS, A. M.,	<i>Le Mars</i>
WILLIAM H. KLEMME, ESQ.,	<i>Ridgeway</i>
J. H. LUNEMANN, ESQ.,	<i>La Porte City</i>
REV. N. A. MERSHON, D. D.,	<i>Fayette</i>
CHARLES SHADE, A. M.,	<i>Rock Rapids</i>
MILO R. MALTBIE, A. M., PH. D.,	<i>New York City</i>
E. M. SHERMAN, ESQ.,	<i>Charles City</i>
REV. T. M. EVANS, D. D.,	<i>Waterloo</i>

TERM EXPIRES IN 1913

HENRY L. ADAMS, A. M., LL. B.,	<i>West Union</i>
REV. A. M. BILLINGSLEY, D. D.,	<i>Manchester</i>
JOSEPH F. CASS, ESQ.,	<i>Sumner</i>
REV. EMMET G. HUNT, D. D.,	<i>Parkersburg</i>
JOHN JAMISON, ESQ.,	<i>Oelwein</i>
HENRY F. KLING, Sc. D.,	<i>Chicago, Ill.</i>
HON. WILLIAM LARRABEE, LL. D.,	<i>Clermont</i>
JAMES B. McFATRICH, A. M., M. D.,	<i>Chicago, Ill.</i>
GRANT M. BIGELOW, M. S.,	<i>New Hampton</i>
*HON. WILLIARD L. EATON,	<i>Osage</i>

*Deceased.

THE COLLEGE

7

TERM EXPIRES IN 1914

HORACE W. COOK, B. S., A. M. LL. B.,	<i>Chicago, Ill.</i>
HENRY F. ARNOLD, A. M., LL. B.,	<i>Manchester</i>
CHARLES R. CARPENTER, Esq.,	<i>Fayette</i>
GRANT E. FINCH, Sc. D.,	<i>Dillon, Mont.</i>
REV. THOMAS E. FLEMING, PH. D., D. D.,	<i>Marshalltown</i>
JAMES D. PARKER, A. M., M. D.,	<i>Fayette</i>
REV. FRANK M. ROBERTSON, D. D.,	<i>Fayette</i>
CHARLES C. WOLF, Esq.,	<i>Parkersburg</i>
HON. SAM S. WRIGHT, PH. M., LL. B.,	<i>Cedar Rapids</i>
A. L. COLGROVE, ESQ.,	<i>Minneapolis, Minn.</i>

HONORARY

REV. JASON L. PAINE, A. M.,	<i>Fayette</i>
-----------------------------	----------------

Committees of the Board

ENDOWMENT CUSTODIANS

WILLIAM LARRABEE	CHARLES G. SHADE
QUINTUS C. BABCOCK	CHARLES WOLF
	FRANK CAMP

EXECUTIVE COMMITTEE

HENRY L. ADAMS	GRANT M. BIGELOW
N. A. MERSHON	QUINTUS C. BABCOCK
HENRY F. BEYER	CHARLES R. CARPENTER
	JOHN W. DICKMAN

FINANCE COMMITTEE

CHARLES G. SHADE	HENRY F. BEYER
HENRY F. ARNOLD	CHARLES WOLF
JAMES B. McFATRICH	CHARLES R. CARPENTER

AUDITING COMMITTEE

JAMES D. PARKER	WILLIAM H. KLEMME
	JOHN JAMISON

COMMITTEE ON DEGREES

THOMAS E. FLEMING
H. F. KLING

GRANT M. BIGELOW
JAMES B. McFATRICH
SAM. S. WRIGHT

COMMITTEE ON NOMINATIONS

HENRY L. ADAMS
H. F. KLING

ALBERT M. BILLINGSLEY
EMMETT G. HUNT

COMMITTEE ON BUILDING AND GROUNDS

JAMES D. PARKER
FRANK M. ROBERTSON

J. H. LUNEMANN
H. W. COOK

The President of the College is *Ex-Officio* member of all Committees.

FACULTY

RICHARD WATSON COOPER, A. B., D. D., Litt. D.
President

JOHN WILLIAM DICKMAN, Ph. M., A. M., Sc. D.,
*Vice-President and William Larrabee Professor of Sociology and
Political Science.*

PERSIS HURD ALDERSON, Ph. M.,
Professor of History, and Librarian.

ARTHUR ELLSWORTH BENNETT, A. M., Ph. D.,
*Dean of School of Education, and Professor of Pedagogy, and
Secretary of the Faculty.*

BENJAMIN FRANKLIN SIMONSON, A. M., LL. D.,
Professor of Mathematics.

CHARLES DANIEL NEFF, A. M., Mus. D.,
*Director of School of Music, and Professor of Piano Forte
and Harmony.*

JOHN STRAYER McINTOSH, A. M., Ph. D.,
Professor of Latin and Greek, and Principal of the Academy.

DANIEL MASON PARKER, A. M., D. D.,
Professor of Philosophy and Biblical Literature.

EDWARD OTTO HEUSE, A. M., Sc. M.,
Professor of Chemistry and Physics, and Registrar.

ALVIN DANIEL SCHUESSLER, A. M.,
Professor of German and French.

ELIZABETH NICHOLS, A. M.,
John William and Emma Bissell Professor of English

UPPER IOWA UNIVERSITY

MARGARET JAYNE COLLETT,
Director of the School of Oratory.

SAMUEL WILLIAMSON COLLETT, Sc. M.,
Alumni Professor of Biology, and Curator of the Museum.

JOHN WILLIS CRAIN, Mus. B.,
Professor of Voice Culture.

CORA BELLE BEACH, Sc. B.,
*Principal of the Business School and Professor of Stenography and
Typewriting.*

STELLA HAAS NEFF,
Associate Professor in Piano Forte.

JOHN EDWARD DORMAN, B. S., D. D. S.,
Director of Athletics.

ADDITIONAL INSTRUCTORS

JULIUS H. HERWIG,
Assistant in Political Science.

HAROLD C. FIESTER,
Assistant in Latin.

ROBERT W. HANDKE,
Assistant in Chemistry.

EDWIN H. WILCOX,
Assistant in Physics.

OTTILIA DEUKER, A. B.,
Assistant in Mathematics.

AGNES H. HOYT,
Assistant in German.

THE COLLEGE

II

OTHER OFFICERS

FRANK Q. BROWN, PH. B.,
Educational Secretary

REV. C. B. LARRABEE,
REV. N. F. NORTON, PH. D.,
Field Agents.

MAYME LUCY HURD, PH. B.,
Assistant Librarian.

ALBERT MILLER,
Superintendent of Buildings and Grounds.

EDITH SHERMAN HUBBELL,
Secretary to the President.

STANDING COMMITTEES

The President is *Ex-Officio* Member of All Committees.

CURRICULUM

DICKMAN, McINTOSH, ALDERSON, SIMONSON, HEUSE,
BENNETT.

REGISTRATION

ALDERSON, BENNETT, HEUSE, SIMONSON, McINTOSH,
SCHEUSSLER.

CLASSIFICATION AND DEGREES

McINTOSH, SIMONSON, DICKMAN, SCHUESSLER.

GYMNASIUM

DICKMAN, McINTOSH.

GRADUATE WORK

SIMONSON, McINTOSH, COLLETT, NICHOLS.

COLLEGE PUBLICATIONS

PARKER, HEUSE, BEACH, COLLETT.

UPPER IOWA UNIVERSITY

LIBRARY

DICKMAN, ALDERSON, McINTOSH, PARKER.

RULES, REGULATIONS AND DISCIPLINE

DICKMAN, BENNETT, SIMONSON, ALDERSON, NEFF, McINTOSH.

PUBLIC PRESS

PARKER, SCHEUSSLER.

RELIGIOUS WORK

PARKER, CRAIN, SCHEUSSLER.

PUBLIC CEREMONIES

DICKMAN, BENNETT, SIMONSON.

SUMMER SESSION

BENNETT, HEUSE, SCHEUSSLER.

ENTERTAINMENT

NEFF, BEACH, PARKER.

LECTURES

GUY POTTER BENTON, D. D., LL. D.,

REV. E. A. SCHELL, PH. D.,

REV. THOS. NICHOLSON, PH. D.,

HON. RICHMOND P. HOBSON,

GOV. EDWARD W. HOCH,

REV. I. T. HEADLAND, D. D.,

MRS. C. L. PICKETT,

HON. J. FRANK HANLEY, LL. D.,

REV. EDWIN H. RICHARDS, D. D.,

REV. F. L. WHARTON, D. D.,

*Burlington, Vt.**Mt. Pleasant, Ia.**New York City**Washington, D. C.**Marion, Kan.**Pekin, China.**Washington, D. C.**Indianapolis, Ind.**Oberlin, Ohio**Columbus, Ohio*

CONFERENCE VISITORS

LEONARD A. SWISHER,

H. O. PRATT,

R. F. HURLBURT,

A. M. McINTOSH,

R. V. PORTER,

*West Union**Toledo**Iowa City**Parkersburg**Monticello*

The College

JOHN WILLIAM DICKMAN, Sc. D., Dean.

Terms of Admission

A student expecting to enter the College should send, previous to his coming, all credits from high schools to Upper Iowa University, Dean's Office, Fayette, Iowa. If coming from another College he should also enclose a letter of honorable dismissal from the President or Dean of that College. If it is inconvenient to send these credentials before coming he should, if possible, bring them with him.

Blank forms of Application for Admission may be obtained from the President or Registrar. The certificate form supplied by the North Central Association of Colleges and Secondary Schools is the form used.

Candidates for admission to the Freshman class must be at least fifteen years of age, and must produce testimonials of good character.

ENTRANCE REQUIREMENTS.

For unconditional admission to the Freshman Class of the College, candidates must offer a total of fifteen units from the following list:

English
Greek

Three units or four units.
Two or three units.

Latin	Two or four units.
French	One or two units.
German	One or two units.
History	Two units.
Economics	One-half unit.
Civics	One-half unit.
Mathematics	Two and one-half or three units.
Drawing	One-half unit.
Physics	One unit.
Chemistry	One unit.
Zoology	One unit.
Botany	One-half unit.
Physiography	One-half unit.
Physiology	One-half unit.

A unit for entrance is the equivalent of a single study pursued throughout the Academic year five times a week in recitation periods of not less than forty minutes.

Students will be admitted as conditional Freshmen upon the presentation of fourteen units from the above list. The deficiency must be made up during the first two years in College.

All candidates must offer :

English	Three units.
Mathematics	Two and one-half units.
Language	Two units.
History	One unit.
Science	One unit.

Students deficient in more than one unit will be enrolled in the Academy until the deficiency is provided for either by examination or by taking the subject or subjects in the Academy classes.

Definition of Units

MATHEMATICS

Two and one-half units are required of all candidates for admission to College, and three full units are preferred.

I. Algebra. *One and one-half units.*

The one and one-half units of Algebra include the three semesters usually covered in the standard High Schools.

In our own courses we divide this into two parts, the first year covering the elements of Algebra, including the simpler types of quadratic equations.

In this part of the work the emphasis is put upon the development of a clear understanding of and insight into the fundamental concept of Algebra and the mastery of the elementary operations employed. The second part is given during a half year after the student has taken the courses in Geometry and includes a review and extension of the work in factoring, radicals, imaginaries and quadratics.

In this course the emphasis is more on the theoretical side of the subject and on the broader generalizations and the more difficult types of problems in radicals, the general theory of indices, equations in the quadratic form and equations involving quadratics.

II. Plane Geometry. *One unit.*

III. Solid Geometry or Plane Trigonometry.

One-half unit.

ENGLISH

Three Units

Preparation in English has two main objects: (1) command of correct and clear English, spoken and written; (2) ability to read with accuracy, intelligence, and appreciation.

I. GRAMMAR AND COMPOSITION. The first object requires

instruction in grammar and composition. English grammar should ordinarily be reviewed in the secondary school, and correct spelling and grammatical accuracy should be rigorously exacted in connection with all written work during the four years. The principles of English composition governing punctuation, the use of words, paragraphs, and the different kinds of whole composition, including letter-writing, should be thoroughly mastered, and practice in composition, oral as well as written, should extend throughout the secondary school period. Written exercises may well comprise narration, description and easy expository and argument based upon simple outlines. It is advisable that subjects for this work be taken from the student's personal experience, general knowledge and studies other than English, as well as from his reading in literature. Finally, special instruction in language and composition should be accompanied by concerted effort of teachers in all branches to cultivate in the student the habit of using good English in his recitations and various exercises, whether oral or written.

II. LITERATURE. The second object is sought by means of two lists of books, headed respectively reading and study, from which may be framed a progressive course in literature covering four years. In connection with both lists, the student should be trained in reading aloud and be encouraged to commit to memory some of the more notable passages both in verse and in prose. As an aid to literary appreciation, he is further advised to acquaint himself with the most important facts in the lives of the authors, whose works he reads, and with their place in literary history.

A. READING. The aim of this course is to foster in the student the habit of intelligent reading and to develop a taste for good literature by giving him a first-hand knowledge of some of its best specimens. He should read the books carefully, but his attention should not be so fixed upon details that he fails to appreciate the main purpose and charm of what he reads.

BOOKS PRESCRIBED FOR READING.

For 1912, ten books, selected as prescribed below from the following list:

Group I (two to be selected.)

Shakespeare's *As You Like It*, *Henry V.*, *Julius Caesar*, *The Merchant of Venice*, *Twelfth Night*, *Midsummer Night's Dream*.

Group II (one to be selected.)

Bacon's *Essays*; Bunyan's *The Pilgrim's Progress, Part I*; *The Sir Roger de Coverly Papers* in the *Spectator*; Franklin's *Autobiography*.

Group III (one to be selected.)

Chaucer's *Prologue*; Spencer's *Faerie Queene*, Book 1; Pope's *The Rape of the Lock*; Goldsmith's *The Deserted Village*; Palgrave's *Golden Treasury (First Series)*, Books II. and III., with especial attention to Dryden, Collins, Gray, Cowper, and Burns.

Group IV (two to be selected.)

Goldsmith's *The Vicar of Wakefield*; Scott's *Ivanhoe*, *Quentin Durward*; Hawthorne's *The House of the Seven Gables*; Thackeray's *Henry Esmond*; Mrs. Gaskell's *Cranford*; Dickens' *A Tale of Two Cities*; George Eliot's *Silas Marner*; Blackmore's *Lorna Doone*.

Group V. (one to be selected.)

Irving's *Sketch Book*; Lamb's *Essays of Elia*; De Quincey's *Joan of Arc* and *The English Mail Coach*; Carlyle's *Heroes and Hero Worship*; Emerson's *Essays (Selected)*; Ruskin's *Sesame and Lilies*.

Group VI (two to be selected.)

Coleridge's *The Ancient Mariner*; Scott's *Lady of the Lake*; Byron's *Mazeppa* and *The Prisoner of Chillon*; Palgrave's *Golden Treasury (First Series) Book IV*, with special attention to Wordsworth, Keats and Shelley; Macaulay's *Lays of Ancient Rome*; Poe's *Poems*; Lowell's *The Vision of Sir Launfal*; Arnold's *Sohrab and Rustum*; Longfellow's *The Courtship of Miles Standish*, Tennyson's *The Princess*; Browning's *Cavalier Tunes*, *The Lost Leader*, *How They Brought the Good News from Ghent to Aix*, *Evelyn Hope*, *Home Thoughts from Abroad*, *Home Thoughts from the Sea*, *Incident of the French Camp*, *The Boy and the Angel*, *One Word More*, *Herve Riel*, *Pheidippides*.

B. STUDY. This part of the requirement is intended as a natural and logical continuation of the student's earlier reading, with greater stress laid upon form and style, the exact meaning of words and phrases, and the understanding of allusions. For

this close reading are provided a play, a group of poems, an oration, and an essay, as follows:

BOOKS PRESCRIBED FOR STUDY.

For 1912: Shakerpeare's *Macbeth*; Milton's *Comus*, *L'Allegro*, and *Il Penseroso*, or Tennyson's *Gareth and Lynette*, *Lancelot and Elaine*, and *The Passing of Arthur* are inserted as an alternative to Milton's poems. Burke's *Speech on Conciliation with America*, or Washington's *Farewell Address* and Webster's *First Bunker Hill Oration*; Macaulay's *Life of Johnson*, or Carlyle's *Essay on Burns*.

HISTORY

The candidate may present any of the following units:

- I. Ancient History and the early middle ages, to the death of Charlemagne. *One unit.*
- II. Modern European History, from the death of Charlemagne to the present time. *One unit.*
- III. English History. *One unit.*
- IV. American History and Civil Government. *One unit.*

This outline of admission credits in history is the standard one for all colleges in the United States. It is in accord with the report of the Committee of Seven of the American Historical Association and with the Syllabus of History for Secondary Schools of the New England History Teachers' Association. It is to be preferred to any other outline. In accordance with this plan the work in English History must be done in connection with a good reference library in history, with extensive collateral readings, and American History should include both the collateral readings and a study of civics. Otherwise credit for either course will be one-half unit. American History must be taken in high school and in advance of eighth grade work.

LATIN

Four Units

I. Beginners' Latin Book, completed. Easy reading; 20 to 30 pages of consecutive text.

II. First four books of Cæsar, or the equivalent thereof. Prose Composition at least one period a week throughout the year.

III. Seven Orations of Cicero, unless Manilian Law be included, in which case only six will be required. Prose composition.

IV. Virgil's *Æneid*, six books or the equivalent. Prosody, and Roman Mythology.

GERMAN

One or Two Units

To receive credit for one unit of German, students should have read at least 100 pages of text, as: Seligmann's *Altes und Neues*, Bacon's *Im Vaterland*, Storm's *Immensee* or equivalents. The student should have a knowledge of the forms and principles of Grammar and be able to translate at sight simple English sentences.

To receive credit for two units of German the student should have read at least 300 pages, should have a ready and correct pronunciation, a fairly complete working knowledge of grammar and some ability to speak and understand the language.

FRENCH

One or Two Units

If French be offered for admission to college, the work for one unit should comprise:

(1) Careful drill in Pronunciation; (2) Rudiments of Grammar; (3) Ability to read French correctly and fluently; (4) the reading of from 100 to 200 duodecimo pages of text.

When two units are offered for admission the work should comprise: (1) thorough knowledge of French grammar; (2) the reading and appreciation of from 600 to 800 pages of French literature.

BOTANY

One-half Unit

This should include the elements of plant structure and physiology, and ecology as treated in the more recent elementary texts. The work on plant structure and physiology should comprise studies of the root, stem, and leaves of higher plants; the structure and germination of seeds, and types of the lower plants. This work should be supplemented by field work with attention to ecology. A practical knowledge of plant analysis is most desirable. Field and laboratory work should occupy at least one-half the time allotted to the course. In case a full unit is offered, its acceptance will be conditioned upon the quantity and quality of the work.

ZOOLOGY

One-half Unit

The work presented in Zoology should consist of field and laboratory work in addition to the study of some of the more recent elementary texts. Representatives of the chief divisions of the animal kingdom should be studied in the laboratory.

PHYSIOLOGY

One-half Unit

The work in Physiology should be based upon a text-book which is the equivalent of Martin's *Human Body* (briefer course). Dissection of a vertebrate and genral laboratory work are desirable.

PHYSICS

One Unit

Students presenting Physics as an entrance unit should include in their preparation both text-book and laboratory work. The text-books of Millikan and Gale, Carhart and Chute, or Hoadley are recommended. The laboratory work should include at least 30 experiments representative of the different departments of Physics and involving careful measurements, and the candidate must present his original note-book containing full records of the experiments.

CHEMISTRY

One Unit

Students presenting Chemistry as an entrance unit should have had a thorough course in General Chemistry, including both recitations and laboratory work throughout the year. The ground covered should be essentially that of the best elementary text-books on general chemistry, such as Remsen's *Briefer Course*. The laboratory work should include at least fifty experiments and the laboratory note-book should be presented when the application for credit is made.

PHYSICAL GEOGRAPHY

One-half Unit or One Unit

In Physical Geography such knowledge of the subject is required as may be gained from a study of such text-books as Tarr, Davis, Gilbert and Brigham, Dryer. The time devoted to the study must have been at least the equivalent of four days a week for eighteen weeks.

For an entire unit's credit, the time devoted to the study must have been at least the equivalent of four hours a week for 36 weeks. The course must include individual laboratory work on the part of the student, field work, and map work. The laboratory work should be the equivalent of one or two periods per week, and the student should present his original note-books and maps when the application for credit is made.

DRAWING, MANUAL TRAINING, COMMERCIAL STUDIES

Credit may be given in Drawing (*one-half unit*), Manual Training (*one unit*) and Commercial Studies: Bookkeeping (*one-half unit*) Stenography and Typewriting (*one unit*), if the work be sufficient in quality and amount to warrant credit. The Manual Training must include both theory and practice of joining, turning and pattern making. No credit is given for stenography without typewriting, or typewriting without stenography.

Admission by Certificate

Admission to College may be by certificate from:

1. Schools upon the accredited list of the North Central Association of Colleges and Secondary Schools, or upon the accredited list of other similar associations.
2. Schools not upon the accredited lists, but whose course of study, faculty and equipment prove, upon inspection, to meet the standards of the Association.
3. Schools in Iowa upon the accredited list of Secondary Schools of Iowa.
4. Schools in neighboring states upon the accredited lists of those states.

Students coming from all such schools as graduates thereof will be granted unconditional admission to the Freshmen class of the College.

Students coming from other than accredited schools will

be classified in accordance with the quality and amount of secondary school work which they have completed. Any such work should accord, in quality and amount, with the description of admission units given above.

For list of Accredited Schools in Iowa see page 103.

Credit in College for work done in Accredited Secondary Schools may be obtained on condition.

1. That the work offered for college credit is in addition to the fifteen units of secondary work required for entrance.

2. That it is the equivalent of a unit (one full year) of work in the study in which credit is asked.

3. That, in the languages, sciences, and mathematics, the student is able to enter and continue in the advanced classes in the department where credit is given.

Advanced Standing

Students coming from another college and seeking advanced standing must present a letter of honorable dismissal, and a record of the work done and the amount of credit received for it. If the work has been in a college of equal grade, it is accepted without further examination. To students from other colleges the credit to be given will depend upon the character and amount of the work done.

The Bachelor's degree will not be conferred save upon students who have spent at least one year in residence at Upper Iowa.

Degrees

In accordance with a vote of the faculty in March, 1910, the following degrees will henceforward be conferred by the University, in course: Bachelor of Art (B. A.), Bachelor of Science (B. S), Master of Arts (M. A.).

THE BACHELOR'S DEGREE. By action of the Faculty on March 10, 1910, it was decided, "That henceforth the Upper Iowa University will confer the degree of Bachelor of Arts

upon all graduates of the College of Liberal Arts and Sciences, provided that the degree of Bachelor of Science may be conferred on students doing major work in the sciences, if they so elect."

THE MASTER'S DEGREE. The degree of Master of Arts will be conferred upon graduates of Upper Iowa University, or of other colleges of recognized standing, at the satisfactory conclusion of an approved course of advanced study pursued during one year in residence. No non-resident course will hereafter be given except by special action of the Faculty.

Graduate Work

All graduate work is taken in residence, except by special action of the Faculty. It is under the direction of the heads of the departments in which the work is taken, subject to the general supervision and regulations of the Committee on Graduate Work of the Faculty. The following regulations are in force:

1. The principle of specialization is recognized in the graduate work and the aim is directed toward the attainment of proficiency in a particular line of study. The candidate may pursue one subject only, or he may pursue two related subjects provided he have adequate undergraduate preparation in each of them. The details of the courses to be pursued by any candidate are arranged between the candidate and the heads of departments in which his work is taken with the approval of the faculty thereupon.

2. The candidate's proficiency will be tested by examination in both his major and minor subjects and by a thesis in his major subject.

3. The regular semester tuitions will be charged, and a diploma fee of ten dollars will be due at the completion of the course.

All inquiries concerning graduate work should be addressed to Professor B. F. Simonson, Chairman of Committee on Graduate Work.

Courses of Study

Choice of Study

The following rules governing the choice of electives apply to all students entering in 1912 and to subsequent classes:

1. Every student is required to present 120 semester hours of work for graduation from the College.

2. Before graduating from the College of Liberal Arts, all students must have completed at least five years of foreign language, three years of which must be in some one language. Students who have met this requirement before entering College will be free to elect or not elect the foreign languages; those who enter College with only two years of foreign language must therefore, elect three years of foreign language in College.

3. All students intending to teach and wishing to secure upon graduation a five-year state certificate in Iowa must have completed fourteen semester hours of work in the Department of Education (see page 34) and six semester hours in General Psychology.

4. The courses open to freshmen are as follows:

Education 4 hours.

English	4 hours.	Chemistry	4 hours.
Latin	4 hours.	Botany	4 hours.
Greek	4 hours.	Mathematics	4 hours.
German	4 hours.	History	2 hours.
French	4 hours.	Oratory	2 hours.

All freshmen are required to take the course in English four hours a week throughout the year.

5. At the opening of the Sophomore year every student will be asked to present to the Faculty an outline of his work for the next three years. Such a plan for his college work may be changed at any time during the subsequent period of his course, but the plan must remain on file in the Registrar's office and should be changed whenever the student thinks it desirable to modify his course. A student in perfecting such plan for his work should consult the Head of the Department in which he is doing the major part of his work.

6. For the purpose of distribution of studies all the courses open to undergraduates are divided among the following four general groups:

I. Language, Literature.

(a) Ancient Languages and Literatures.

(b) Modern Languages, and Literatures.

II. Natural Sciences.

(a) Physics, Chemistry, Geology.

(b) Botany, Zoology.

III. History, Political and Social Sciences.

(a) History.

(b) Politics, Economics, Sociology.

IV. Philosophy and Mathematics.

(a) Philosophy, Education, Religion.

(b) Mathematics, Astronomy.

In the application of the following regulations concerning the distribution of studies among the four groups, the required work in Freshmen English (as noted in 4), and the work in Education required of all students intending to teach (as noted in 3), are not counted in satisfying Rule 8 but are counted in the application of Rule 7.

7. Every student must complete at least 32 semester hours in some one of these groups, 24 semester hours of which must be in some one department unless that department be Latin or German. If his major work be in Latin, 20 semester hours must be completed in College in addition to the 4 units of prepara-

tory work. If his major work be in German, four years of College work must be completed for the major unless the student enters College with two units of German, in which case his major will include three years of work in the German department.

8. Every student shall distribute at least 40 semester hours of work among the three general groups in which his chief work does not lie, and he shall take in each group not less than 8 hours, and not less than 20 hours in any two groups.

Political and Social Science

PROFESSOR DICKMAN.

I. POLITICAL ECONOMY.

A general course in the principles of Political Economy, carried on by recitation and seminar work. The object sought in this course is a thorough knowledge of the economic laws governing the Production and Distribution of Wealth. Francis A. Walker's advanced work is used as a guide. This is the fundamental course in the Department and is a prerequisite for all other courses except those in Politics and Sociology.

Open to Sophomores and Juniors.

First semester.

3 hours.

II. ECONOMIC PROBLEMS.

A course in economic theories and present economic problems. This course gives special attention to the industrial problems of the present time; the relations of Labor and Capital; economic governmental functions, and present tendencies in economic thought.

Open to Sophomores and Juniors.

Second semester.

4 hours.

III. SOCIOLOGY.

An introductory course in the study of Sociology. In this course the aim is to give the student a correct view of the development of organic society. Social growth is studied as it has advanced from savagery to the highest types of Christian civilization, tracing the

people in their evolution from the horde through the clan, the tribe, the monarchy, to the modern democracy.

Not open to Freshmen. Prerequisite for Course IV.

First semester.

4 hours.

IV. STATISTICS AND SOCIOLOGY.

A statistical investigation of the phenomena of Sociology, calculated to establish or disprove the theories of these subjects as found in different authors. Demographic, Ethnographic and Social phenomena are thoroughly studied.

Not open to Freshmen.

Second semester.

3 hours.

V. AMERICAN COMMONWEALTH.

In this course Bryce's *American Commonwealth* is used as a text. It includes a thorough discussion of the political and social institutions of the National and State Governments, and the Political Party System of the United States. A course intended to prepare young men and women for good citizenship.

Open to Juniors and Seniors.

1913-14 and alternate years.

First semester.

4 hours.

VI. SCIENCE OF FINANCE.

This course embraces a comparative and critical study of Government Expenditures and Revenues, a thorough discussion of the various theories and forms of taxation, and a study of the effects and significance of modern public credit as portrayed in our enormous public debt.

Open to Juniors and Seniors.

1913-14 and alternate years.

Second semester.

4 hours.

VII. FINANCIAL HISTORY.

In this course the following subjects are carefully studied and discussed: Colonial Finance; Coinage System of the United States; Federal Tariff Legislation; State and National Banking Systems; Financial Legislation of the Civil War Period; the Free Coinage Struggle; the National Debt, and other kindred topics.

Open to Juniors and Seniors.

1913-14 and alternate years.

First semester.

3 hours.

VIII. CONSTITUTIONAL LAW.

A comparative study of the Constitutions of England, Germany, France, and the United States. The discovery of the fundamental principles of public law common to all is the aim of the study.

Open to Juniors and Seniors.

1912-13 and alternate years.

First semester.

4 hours.

IX. INTERNATIONAL LAW.

This course treats of the general principles of International Law as it has been developed by treaties, agreements and usages of the civilized nations as shown in legislation, court decisions, and in the conduct of these nations.

Open to Juniors and Seniors.

1912-13 and alternate years.

Second semester.

4 hours.

X. LABOR PROBLEMS.

An investigation of the problems growing out of the wage system and labor organizations, together with a study of the labor movement in the United States and the laws and court decisions affecting organized labor.

Open to Juniors and Seniors.

1912-13 and alternate years.

First semester.

3 hours.

XI. SEMINAR IN MONEY, MONOPOLIES AND SOCIALISM.

This course consists of individual investigations and reports by the students under the direction of the instructor.

Open to Juniors and Seniors.

Second semester.

3 hours.

History

PROFESSOR ALDERSON.

I. MEDIEVAL HISTORY.

The history of Europe from the disintegration of the Roman Empire to the close of the fifteenth century. The Germans; the Church and its influence; Charlemagne; feudalism; the crusaders; rise of modern nations; revival of learning; the reformation. Text-book and collateral reading.

Open to Freshman.

Given in 1912-13.

Throughout the year.

3 hours.

II. MODERN EUROPEAN HISTORY.

Europe from the opening of the French Revolution to the present day. The development of institutions and international relations during the French Revolution and the Napoleonic period; the restoration; the struggle for constitutional government and rights of nationality; the eastern question; the expansion of Europe; the Far East. The text is Robinson and Beard. Collateral reading is required.

Open to Freshmen. Given in 1913-14.

Course I or II prerequisite to all elective courses.

Throughout the year.

3 hours.

III. GREEK HISTORY.

The study of the development and character of Greek civilization. The early city states; the Persian wars; formation of the Athenian Empire; the struggle for supremacy; the rise of Macedonia. Bury's History of Greece.

Given in 1913-14.

First semester.

2 hours.

IV. ROMAN HISTORY.

History of the Roman Republic and the Empire. The growth of Rome; economic and social problems; failure of reform measures; overthrow of the republic; the early emperors; spread of Christianity; the Germans; disintegration. Abbot's Roman History and Roman Institutions. Collateral reading.

Given in 1913-14.

Second semester.

2 hours.

V. ENGLISH HISTORY.

The object of the course is to trace the origin and development of Anglo-Saxon institutions. Early political organizations; the Norman Conquests; origin and growth of Parliament; monarchy under the Tudors; the struggle with the Stuarts; reforms of the nineteenth century; the British Empire. Text-book, lectures, and required reading.

Given in 1912-13.

Throughout the year.

3 hours.

VI. HISTORY OF ASIA.

A course dealing with the history of India, China, and Japan. Relation of Asia to Europe; western civilization in the East; present day problems.

Given in 1912-13.

First semester.

2 hours.

VII. THE AMERICAN REVOLUTION.

The course deals with social, political, and constitutional questions. The British imperial system; causes of the American revolt; growth toward independence and union; dissolution of the Confederation. Establishment of a national government. Text-book and required reading.

First semester.

3 hours.

Given in 1912-13.

VIII. THE SLAVERY STRUGGLE.

The plantation system; anti-slavery agitation; slavery in the territories; secession; the Civil War; theories and process of reconstruction; the amendments; the New South; the race problem. Lectures and collateral reading.

Given in 1912-13.

Second semester.

3 hours.

IX. HISTORY OF THE WEST.

A course dealing with the growth of the West. Migration to the West; frontier life and ideals; the formation of new communities; the public land system; internal improvements. Lectures and collateral reading.

Given in 1913-14.

Second semester.

2 hours.

X. POLITICAL PARTIES.

A study of the organization of modern political parties in the United States. Growth of the party system; party organization; analysis of platforms; third party movements and their effect. For this course a knowledge of our political history is required.

Given in 1912-13.

First semester.

2 hours.

XI. CONSTITUTIONAL HISTORY.

The course includes a special study of Madison's Journal of the Federal Convention. Students wishing to take this work must have completed Courses VI. and VII. Woodburn's *Syllabus* is used as a guide.

Given in 1913-14.

First semester.

2 hours.

XII. DIPLOMATIC HISTORY OF THE UNITED STATES.

A study of the actual negotiations between the United States and

other countries from the close of the Revolution. Commercial treaties; Monroe Doctrine; the diplomacy of expansion; Civil War; transportation routes; the United States in the Far East.

Given in 1912-13.

Second semester.

2 hours.

XIII. HISORY SEMINARY.

This work consists of individual research on selected topics in American history. The results of investigation are presented in reports. In 1911-12, the topic for investigation was the formation, workings, interpretations and results of the Kansas-Nebraska Act.

Given in 1912-13.

Throughout the year.

1 hour.

Education

PROFESSOR BENNETT.

I. HISTORY OF EDUCATION.

This embraces a study of the educational systems of Oriental nations; Greek and Roman education; Christian education; the Renaissance; the rise of universities. It lays especial stress upon the worth of educational doctrines as advanced by leaders in educational reform.

Open to Freshmen.

First semester; Summer school.

2 hours.

II. SCHOOL MANAGEMENT.

This course includes the study of the meaning and function of the school; its organization and equipment; the teacher,—his personal, scholastic, moral and legal qualifications. The teacher's responsibility, work and rewards. A discussion of the classification, examination and promotion of pupils; the program; motives and incentives; methods and government, control and punishment; care of the school plant; co-operative plans.

Open to Freshmen.

Second semester 1913-14.

3 hours.

III. PRINCIPLES OF EDUCATION.

This course contemplates a study of the principles underlying intellectual and moral education. Bolton's *Principles of Education* is used as the text.

Open to Juniors or Seniors.

Second Semester.

5 hours.

IV. SCHOOL ADMINISTRATION.

The function, organization and promotion of secondary education are thoroughly discussed. The relation and co-operation between superintendent, principal, supervisor, teacher, pupil and parent and school-board studied. Hollister's *High School Administration* or Perry's *Outline of School Administration*.

Open to Sophomores.

First semester 1912-13.

3 hours.

V SCHOOL HYGIENE.

This is a thorough study and systematic study of school architecture; the situation, heating, lighting, seating, ventilation and sanitation of school-houses; the hygiene of study and instruction; fatigue; children's diseases; inspection and the treatment of defectives; emergencies.

Open to Freshmen.

Summer School.

2 hours.

VI. HISTORY OF EDUCATION IN THE UNITED STATES.

This course is a study of the American Public School system, with special reference to the development and growth of secondary schools. Dexter's text is used.

Open to Juniors and Seniors.

First semester 1912-1913.

2 hours.

VII. SECONDARY SCHOOL METHODS.

This course includes a study of the educational value, correlation and methods of presentation of the high school studies. DeGarmio's *Principles of Secondary Education* is used as the text.

Open to Juniors and Seniors.

First or Second semester.

2 hours.

VIII. THE PHILOSOPHY OF EDUCATION.

This course contemplates a critical study of the nature of the mind; the end, aims and limits of education; the subjective and the objective means in the process.

Open to Juniors and Seniors.

Summer School.

2 hours.

Course XII. in Latin, Course VII. in German, Courses I., II. and III. in Philosophy, and all courses in Psychology may be included in a major or minor in Education.

Mathematics and Astronomy

PROFESSOR SIMONSON.

I. PLANE AND SPHERICAL TRIGONOMETRY.

The trigonometric functions, trigonometric formulæ, equations involving trigonometric functions, the use of logarithms in trigonometrical calculations, and the solution of plane and spherical triangles.

Open to Freshmen.

Prerequisite to courses 4, 5, 6, 8 and 12.

First semester.

5 hours.

II. COLLEGE ALGEBRA.

Proportion and variation, the progressions, convergency and divergency of series, undetermined co-efficients and partial fractions, the binomial theorem, and logarithms.

Prerequisite to courses 5 and 6.

First semester.

4 hours.

III. THEORY OF EQUATIONS.

General properties of equations graphical representation of equations, methods of finding the real roots of higher degree equations.

Given by special arrangement.

4 hours.

IV. ANALYTICS.

The rectilinear and polar co-ordinate systems, equations of the first and second degrees, some of the higher plane loci, and the elements of solid analytics.

Open to those who have had Course I.

Prerequisite to courses 5 and 6.

Second semester.

4 hours.

V. DIFFERENTIAL CALCULUS.

Differentiation of algebraic and transcendental functions, expansion of functions, elusive forms, direction of curvature, maxima and minima of functions of one and of two variables.

First semester.

5 hours.

VI. INTEGRAL CALCULUS.

This course is continuous with 5, and includes elementary forms of integration, integration of rational fractions, integration by parts, trigonometric integrals, integration as a summation, definite integrals,

application of integration to plane curves, moments of inertia, surfaces and volumes.

Second semester.

5 hours.

VIII. LAND SURVEYING.

Theory, use of instruments, field work, and platting.

Open to those who have had Course I.

Throughout the year.

2 hours.

XII. GENERAL ASTRONOMY.

The treatment is mainly descriptive, being designed for the general student of astronomy. Young's *Manual of Astronomy* is the text used.

Open to those who have had Course I and an elementary course in physics.

Second semester

5 hours.

Courses 1, 2, 4, 5 and 6 should be included in a major in the department.

Psychology

PROFESSOR BENNETT.

I. GENERAL PSYCHOLOGY.

This course is required of all students who are specializing in education. It consists of a study of the fundamental facts of human consciousness. Text-book study lectures, reports, experimental and demonstrational work, special assignments and class discussions.

Open to Sophomores.

Throughout the year.

3 hours.

II. GENETIC PSYCHOLOGY.

This course is intended as a study of the genesis of consciousness, together with a systematic study of child growth and development; sensory-motor, representative and intellectual stages of growth and culture; the problems of adolescence.

Free elective.

Summer School.

2 hours.

III. EDUCATIONAL PSYCHOLOGY.

The pedagogical significance of the facts of psychology is the intent of this course. The psychology of learning, study, habit, memorization, drill and related themes. Course I a prerequisite.

Open to Juniors and Seniors.

First semester.

2 hours.

Latin

PROFESSOR McINTOSH.

The purpose of the department is to give students, who major in Latin, a comprehensive view of the Latin language and literature, and to familiarize them with the history, manners and customs of the Roman people. The intelligent enjoyment of the masterpieces of Latin literature is the constant endeavor.

Four year units are required of students who desire to enter Latin I. This work should be Latin Grammar (1); Caesar, four books (1); Cicero, 6 orations (1); Virgil, 6 books (1).

I. CICERO AND PLAUTUS.

(a) Cicero. De Senectute. Plautus. Menæchmi. Reading, translation and a review of inflections and syntax.

First semester.

3 hours.

(b) Prose composition. Translation into Latin of connected passages of English, and a study of Latin style.

First semester.

1 hour

II. HORACE AND LIVY.

(a) Horace: Selections from Odes and Epodes. Livy: Selections from Books I, XXI and XXII. In the first part of the course special attention is given to metrical reading, translation (oral and written) and a study of the literary forms. In connection with the reading of Livy the history of the periods covered will receive special attention.

Second semester.

3 hours.

(b) Prose Composition. A continuation of I. (b).

Second semester.

1 hour.

Courses I and II are offered each year, and are prerequisites to any of the succeeding courses.

III. PLINY AND MARTIAL.

Pliny. Selected Letters. Martial. Selected Epigrams. In connection with this course the life and manners of the Roman people during the Early Empire will be studied, and the students will prepare papers upon subjects relating thereto.

Offered in 1912-13.

Open to all who have completed Courses I and II.

First semester.

3 hours.

IV. ROMAN SATIRE.

A study of the origin, history and development of Roman satire. Selections from the *Satires and Epistles of Horace* and the *Satires of Juvenal* will be read by the class. Each member of the class will be assigned some reading outside of the regular work to translate in the class.

Not offered in 1912-13.

Second semester.

3 hours.

V. THE MINOR WORKS OF TACITUS.

The *Agricola*, *Germania* and *Dialogus* will be read and carefully studied as to subject matter and literary form. The *Agricola* will be studied from the standpoint of encomiastic literature. Cæsar's account of the Germans will be compared with that of Tacitus as found in the *Germania*. The development and decline of Roman oratory will be considered in connection with the *Dialogus*.

Not offered in 1912-13.

Second semester.

3 hours.

VI. ELEGIAC POETRY.

Catullus, Propertius and Tibullus. A rapid reading course in which the major part of the poems of the above mentioned authors will be read. Practice in metrical reading and a study of literary form.

Not offered in 1912-13.

Second semester.

3 hours.

VII. ROMAN DRAMA.

Plautus, Terence and Seneca. One or more plays of each will be read, and the origin and development of the drama studied.

Offered in 1912-13.

Second semester.

3 hours.

VIII. RAPID READING COURSE.

Selections will be read from authors of all periods from the earliest to the latest, the aim being to acquaint the student with a large number of minor Latin authors. This course will also serve as the basis for a systematic study of Roman literature.

Not offered in 1912-13.

Second semester.

3 hours.

IX. ROMAN EPIGRAPHY.

Egbert's *Latin Inscriptions* will be the text studied, supplemented

with other materials. A familiarity with the Corpus, ability to read the inscriptions and a conception of the importance and significance of Epigraphy will be the purpose of the course.

Not given in 1912-13.

First semester.

3 hours.

X. ROMAN PRIVATE LIFE.

This course is open to all college students, and while any of the preceding courses will be of great benefit, none of them is a prerequisite of this course. A systematic study of the manners and customs of the Romans is the purpose of the course, and the lectures of the instructor will be supplemented by numerous reports and papers from members of the class. This course will be especially helpful to students who are preparing themselves to teach Latin.

Not given in 1912-13.

Second semester.

2 hours.

XI. ROMAN HISTORY.

Students majoring in Latin may apply the course in Roman History offered by the department of History toward their required hours for a major. For a description of the course see History department Course IV.

XII. TEACHERS' TRAINING COURSE IN LATIN.

This course is designed especially for those who intend to teach Latin. Courses I and II are a prerequisite. The history of Classical Philology, its scope and aim are briefly sketched. Some beginner's book is carefully studied, then parts of Cæsar, Cicero, and Virgil are read. The viewpoint of the teacher in the secondary school is constantly kept in mind, and the difficulties in the teaching of these subjects are discussed. Actual practice in teaching under supervision of the instructor also forms part of the work.

No credit for one semester's work.

Not offered in 1912-13.

Throughout the year.

1 hour.

Greek

PROFESSOR McINTOSH.

Students entering without Greek may pursue Courses A, B, C, and D, as outlined under the academy courses and receive credit therein, thus preparing them to pursue the more advanced courses of the College.

I. INTRODUCTION TO TRAGEDY.

The tragedies selected for study for 1912-13 are the *Alcestis* of Euripides and the *Antigone* of Sophocles. The history and development of Greek tragedy and a brief survey of the history of Greek Literature will form a part of the course.

Offered 1912-1913.

First semester.

3 hours.

II. HERODOTUS AND THUCYDIDES.

Selections from Herodotus and Thucydides will be read, and the history of the periods covered will receive special attention.

Offered 1912-13.

Second semester.

3 hours.

III. GREEK COMEDY.

Two or more plays of Aristophanes will be critically studied by the class, and others will be rapidly read by the instructor. A study of the origin and development of Greek comedy will form part of this course.

Not offered in 1912-13.

First semester.

3 hours.

IV. AESCHYLUS.

A study of two or more plays. Lectures upon the history and development of Greek Tragedy.

Not offered in 1912-13.

Second semester.

3 hours.

V. SOPHOCLES.

A study of two or more plays with rapid reading of others.

Not offered in 1912-13.

First semester.

3 hours.

VI. NEW TESTAMENT.

This is designed primarily as a rapid reading course in New Testament. Selections from the Gospels and Epistles will be read.

Not offered in 1912-13.

Second semester.

3 hours.

Philosophy

PROFESSOR PARKER.

I. ETHICS.

Attention is given to both subjective and objective phases. Study is made of the genesis of the moral aspiration, of the individual response to the sense of duty and basliar inspiration of virtue, with examination of historic systems and realization in religious and political institutions, including the relations of the subject to present-day problems of sociology, political economy and state craft.

The text-book is Dewey and Tuft's *Ethics* with readings from Rand's *Classical Moralists* and Martineau's *Types of Ethical Theory*.

Open to Juniors and Seniors.

Given in 1913-14.

Second semester.

2 hours.

II. LOGIC.

Consideration of the laws and formulas of discursive thought, with requisite training in definition of terms, forms and statements of propositions, implications of extension and intension, and moods and figures of the syllogism.

Ievons' *Hill's Elements of Logic* or Creighton's *Introductory Logic*, with reference to Hibben's *Inductive Logic*. For the study of the pedagogical relations of the subject use will be made of Taylor's *Elementary Logic*.

Open to Juniors and Seniors.

Given in 1912-13.

First semester.

4 hours

III. HISTORY OF PHILOSOPHY.

Tracing of the development of principal forms of philosophy as the expressions of notable leaders and schools, with especial emphasis upon those which antedate and prophesy modern movements and tenets. The influence of biological science is carefully considered, and the implications of various forms of constructive and interpretative thought in relation to religion are fully discussed. The works of Rogers, Stuckenberg and Falckenberg are used for the record of controversy or development, and the student is introduced to the study of recent and special or ancient and recurring phases by the use of Hibben's *Problems of Philosophy*.

Open to Juniors and Seniors.

Given in 1913-14.

First semester.

4 hours.

IV. PHILOSOPHY SEMINAR.

Research, reports, class readings and discussions.

Given in 1912-13.

Second semester.

2 hours.

V. THEISM.

The various forms of theistic argument are examined and their relative bearing and worth carefully canvassed. Reading of history and study of the forms of thought that have from time to time occupied the minds of thinkers.

Bowne's *Theism* is used as the basis of recitation and discussion.

Open to Juniors and Seniors.

Given in 1912-13.

First semester.

4 hours.

VI. CHRISTIAN EVIDENCES.

Fisher's *Grounds of Theistic and Christian Belief* is the text-book used, with other and extensive reading and individual research with preparation of theses.

Open to Juniors and Seniors.

Given in 1912-13.

Second semester.

4 hours.

Biblical Literature

PROFESSOR PARKER.

I. OLD TESTAMENT.

I. The first books of the Bible are studied as to their historic content and also as to their structure and the compilation of component parts into their present form, with notice of the distinguishing features of the principal classes of ancient manuscripts. The work of constructive criticism is indicated, but its partially tentative character is recognized, and detailed and exhaustive examination of the processes is not attempted. The individual judgment of the student is cultivated concerning the problems and vital bearing of the religion of the Old Testament.

Open to Sophomores, Juniors and Seniors.

Prerequisites for Course II. Given in 1912-1913.

First semester.

2 hours.

II. Early Jewish history is traced with careful study of the personalities through whom was given determinative form to the unique and masterful religion of Israel.

Open to Sophomores, Juniors and Seniors.

Second semester 1912-13.

2 hours.

III. From the division of the kingdom to the Babylonian Exile, with especial reference to the influence of the prophets, with investigation of their individuality and the products of their utterances, recognizing them as models for the study of oratory as well as of practical philanthropy and reformatory measures.

Open to Sophomores, Juniors and Seniors.

Prerequisites for Course IV.

First semester 1912-13.

2 hours.

IV. The same methods and processes are applied to the investigation of post-exile Judaism relative to the history of the people, their kings and prophets, with notice of the trend of ethical movement and consideration of the analogies and applications to modern times. Kent's *Historical Bible* is used as a basis for study throughout these four courses.

Open to Sophomores, Juniors and Seniors.

Second semester 1912-13.

2 hours.

II. NEW TESTAMENT.

V. The life of Christ is investigated in every essential aspect of its history and influence. The questions of the harmony of the synoptic gospels are brought adequately to the attention of the student and are considered in the light of recent and significant research.

The effect of contact of disciples with the Man of Galilee and the successive stages of their training are emphasized.

Rhee's *Life of Jesus of Nazareth* is used as a text-book with collateral reading and study of special topics.

Open to Sophomores, Juniors and Seniors.

Given in 1912-13.

First semester.

2 hours.

VI. APOSTOLIC CHURCH.

The relations of Judaism and Christianity are considered in the stages of both earlier and later growth. The lines of division are observed, points of contact and separation indicated, the character of the rupture between the new and the old is shown. The missionary impulse is regarded in its initiation and progress.

St. Paul is studied in the light of chronological reference to his Epistles.

Purves' *The Apostolic Age* is studied, while considerable use also is made of Weaver's *The University New Testament*.

Open to Sophomores, Juniors and Seniors.

Given in 1912-13.

Second semester.

2 hours.

VII. CHURCH HISTORY.

Fisher's *History of the Christian Church* is used as the basis for study and recitation, but amplification is secured by assignments and readings upon special epochs and leaders.

Open to Juniors and Seniors.

Given in 1912-13.

First semester.

VIII. BIBLE LITERATURE.

The literary study of the Bible is an essential key to its meaning. The purport and purpose of Scripture is often most readily and correctly interpretable through study and observance of the form. Whether the text be history, poem, proverb or oration must be determined before spirit and content can be understood. Moulton's *Literary Study of the Bible* is the text, with due attention to analysis of selected portions of the varied forms.

Open to Juniors and Seniors.

Given in 1912-13.

Second semester.

4 hours.

German Language and Literature

PROFESSOR SCHUESSLER.

The aim of the department in the work of the first year is to give the student a thorough knowledge of the fundamental principles of the German language, to acquire an extended vocabulary and a proper pronunciation, as well as to get the student interested in the spirit and character of German literature.

During the second, third and fourth year the best works of noted authors are read. The purpose of the advanced courses offered is to give the student a general view of German literature.

The different periods—Storm and Stress, Classical, Romantic, Young-Germany, and the Naturalistic—will be treated in lectures.

The following courses are offered:

I. BEGINNING GERMAN.

This work comprises careful drill upon the elements of grammar, with especial stress laid upon the acquisition of a good working vocabulary.

After the fourth week students begin to read easy prose, memorize poems and learn folk-songs. In order that the student may acquire the knowledge to understand the spoken German, the work of the teacher and student in the class-room is carried on in German as far as practicable. Special attention is given to colloquial, every-day German as the student will hear it spoken by the German-American.

- (a) Grammar. Kayser and Monteser.

Reading. Seeligmann's *Altes und Neues*. Bacon's *Im Vaterland*. Allen's *Herein*.

First semester.

4 hours.

- (b) Grammar. Kayser and Monteser.

Reading. Storm's *Immensee*.

Hillern's *Höher als die Kirche*.

Second semester.

4 hours.

II. and III. INTERMEDIATE GERMAN.

In the courses of the second year, the purpose is to introduce the student to some of the best productions of narrative and descriptive prose and selected dramas. A portion of the time is devoted to grammar review to give the student an opportunity to make practical application in composition work and see how these principles have been employed by the best writers. An effort is made to gain the greatest possible facility in reading, understanding, and the use of the spoken idioms.

II PROSE COURSE.

Texts will be chosen from the following:

- (a) *Das Edle Blut, Der Letzte, Der Neid, Der Fluch Der Schönheit, Burg Neideck, In St. Jürgen, Eigensinn, Die Schildebürger, Einer Musz Heiraten, Fritz Auf Ferien, etc.*

First semester.

4 hours.

- (b) *Es War Einmal, Schwiegersohn, Brigitta, Journalisten, Soll Und Haben, Der Zerbrochene Krug, Freiherrn Von Gemperlein, Krambambali, Pole Poppenspaeler, Willkommen in Deutschland, Der Prozess, Unter Vier Augen, etc.*

Second semester.

4 hours.

III. DRAMA COURSE.

(a) Lessing's *Emilia Galotti* und *Minna von Barnhelm*. Schiller's *Wilhelm Tell* and *Maria Stuart*.

First semester.

4 hours.

(b) Goethe's *Herman und Dorothea* and *Dichtung und Wahrheit*, Hatfield's *Lyrics and Ballads*.

Second semester.

4 hours.

IV. GOETHE AND SCHILLER.

This course is intended to comprise an intensive study of some of the best works of Goethe and Schiller. A study of their lives, the social, political and literary conditions and their relation to their contemporaries will be presented in the form of lectures and discussions of papers based on the assigned readings.

(a) Schiller.

First semester.

4 hours.

(b) Goethe.

Second semester.

4 hours.

V. MODERN GERMAN LITERATURE.

(a) The drama in the nineteenth century under the influence of Romanticism. The first Romantic School will be treated in lectures. Representative works of Grillparzer, H. von Kleist and Hebbel will be read. Written reports required.

First semester.

4 hours.

(b) The novels and dramas under the influence of the "Young German" period.

Among the authors studied are :Hebbel, Heine, Gutzkow, Ludwig, Laube. The minor authors will be treated in lectures. Written reports required.

Second semester.

4 hours.

(c) Modern Drama and Novel.

Representative works of Hauptmann, Sudermann, Wildenbruch, Fulda, Ernst and others will be studied.

Second semester.

4 hours.

(b and c alternate).

VI. HISTORY OF GERMAN LITERATURE.

The object of this course is to give a general survey of the development of German literature from the earliest times to the present. The text-book is supplemented by lectures and reports of students on assigned readings from Hetner's *Litteraturgeschichte*,

Scherer's *Geschichte der Deutschen Litteratur*, Francke's *History of German Literature as determined by Social Forces*.

Open to Juniors and Seniors.

Throughout the year.

2 hours.

VI. TEACHER'S COURSE.

This course is arranged for third and fourth year students who intend to teach German. The needs of teachers in secondary schools will be given special consideration. A thorough study is made of the main difficulties of pronunciation and grammar. The most important methods of modern language instruction are discussed, text books selected and carefully studied. The student will be given opportunity for observation and practice work.

The first part of the semester is devoted to a thorough review of grammar.

Second semester.

2 hours.

Any other course will be arranged if the needs of the student require it.

French

PROFESSOR SCHUESSLER.

I. The object of the work of the first year is to give the student a knowledge of the essentials of grammar, fluency in pronunciation and proficiency in translation.

Daily written work is required

(a) Grammar—Fraser and Squair.

Reading—Guerber's *Contes et Legendes*.

Halevy's *L'Abbè Constantin*.

First semester.

4 hours.

(b) Grammar—Fraser and Squair.

Reading—Daudet's *Le Petit Chose*.

Malot's *Sans Famille*.

Second semester.

4 hours.

II. The aim of this course is especially to impart the facility of reading.

Selections will be made from the following:

(a) Mérimée's *Colomba*.

La Brete's *Mon Oncle et Mon Curé*.

Erckmann. Chatrian. Madame Therese.

Sand's *La Mare au Diable*.

First semester.

4 hours.

- (b) Chateaubriand's *Atala*.
 Bazin's *Les Oberle*.
 Loti's *Peucheur d'Islande*.
 Loti's *Pecheur d'Islande*.
 Lamartine's *Jeanne d'Arc*.
 Taine's *Ancien Regime*, and other works of similar character.
Second semester. *4 hours.*

Botany

PROFESSOR COLLETT.

I. GENERAL BOTANY.

This course is so designed as to give the student such a knowledge of the various phases of botanical science as will enable him to pursue successfully more advanced courses, and at the same time to meet the requirements of those who wish only a general knowledge of the science. The subjects taken up are:

(a) Plant Physiology.—The plant is studied as a living object, special attention being given to the nature and work of protoplasm, the nature and source of food, the metabolic processes and the phenomena of growth.

(b) Morphology.—A series of plants representing all the chief groups from the Algae and Fungi to the Spermatophyta are studied, especially with reference to the development from the simpler to the more complex forms. These types are so chosen that in addition to illustrated morphological development they will at the same time familiarize the student with the flora surrounding him. Special attention is given to the green Algae, the Bacteria and parasitic Fungi during the first semester, while the Bryophyta, Pteridophyta and Spermatophyta are studied the second semester. This work closes with a comparative study of plant tissues and organs.

Open to Freshmen.

Prerequisites for all advanced courses in Botany.

Throughout the year.

4 hours.

II. GENERAL MORPHOLOGY.

(a) Pteridophytes.—A general study of the morphology, embryology, and histology of the Lycopodales, Equisetales and Filicales, followed by a detailed study of the more important genera of the ferns; special attention being placed upon the cytological distinction

of alternation of generations, sterilization, establishment of the independent sporophyte, Heterospory and seed habit.

First semester.

3 hours.

(b) Spermatophytes.—Similar to the preceding, being general survey of the gymnosperms with a detailed study of the conifers. The greater portion of the time will be given to the study of the life history and structure of some common seed plant.

Second semester.

3 hours.

III. FUNGUS DISEASES OF PLANTS.

A critical study of the more common diseases due to fungi, with special reference to those affecting field, orchard and garden crops. Culture of available forms will be carried on in the laboratory. The common methods of combatting the same will be considered.

First semester.

2 hours.

IV. ECOLOGY.

Adaptation of the plant to its environment and its relatives. The functions of the various parts of the plant are studied with special reference to their environment and the influence of the latter upon the plant as a whole. In order that a better understanding of these relations be secured, work will be carried on as much as possible in the field.

Second semester.

3 hours.

V. PLANT HISTOLOGY AND PHYSIOLOGY.

Recitations and laboratory work on tissues and tissue systems in relation to their particular functions. Experimental work on the living plant.

Second semester.

2 hours.

VI. BACTERIOLOGY.

A study of micro-organisms in their relation to farm and home economics. Lectures on the morphology and life history of bacteria with special emphasis on soil improvement, fermentation and decay, sanitation in the home and on the farm and disease. Laboratory work in the preparation of culture media, isolation of species and study of cultures.

First semester.

3 hours.

Zoology

PROFESSOR COLLETT.

I. GENERAL ZOOLOGY.

The problems of Zoology are treated in such a manner as to prepare the student for more advanced courses and at the same time meet the requirements of those who wish only a general knowledge of the subject. A careful study is made of representatives of the various phyla of the animal kingdom. The types studied are so chosen as to bring out the progressive development of the animal series and at the same time to familiarize the student with members of the local fauna. Taxonomy, morphology, phylogeny, and ecology are all taken into account.

Lectures and laboratory work based on Thompson's *Outlines of Zoology*, supplemented by collateral reading and field work.

Throughout the year.

4 hours.

II. ANIMAL HISTOLOGY.—PHYSIOLOGY.

A study is made of the minute structure of animal tissues. The course consists primarily of laboratory work so arranged as to give a thorough drill in histological methods as well as to bring out the details of tissue structure. The course is of especial value to those who purpose taking a medical course.

The functions of the various organs of the body are studied from a histological standpoint. The laboratory work is based upon a careful study of human tissues, about one hundred sections being available. Reference books: Foster, Hough and Sedgwick, and Pier-sol.

Three lectures and one laboratory period of two hours.

Second semester.

4 hours.

III. EMBRYOLOGY.

The study of the development of the frog or fish and the bird.

First semester.

3 hours.

Chemistry

PROFESSOR HEUSE.

I. GENERAL CHEMISTRY.

This course, which is open to all college students, includes two classroom periods per week, and two laboratory periods (of two hours

each) per week throughout both semesters of the college year. It is designed both to meet the needs of those that devote but one year to the study of chemistry and also to serve as a suitable basis for future work in the case of students who pursue the subject further. During the first semester, the work deals with the general principles of the science, and with a study of the nonmetallic elements, while the work of the second semester is devoted mainly to a study of the metallic elements, their classification, compounds, and chemical properties.

Open to Freshmen.

Prerequisites for all other courses in Chemistry.

First and second semesters.

4 hours.

II. QUALITATIVE ANALYSIS.

The work in this course begins with a laboratory investigation of solubilities of different salts of the metals. On the basis of these solubilities, the metals are "grouped," and these groups studied as to their details and their relations to each other. The analytical work consists first of solutions containing metals of one or more groups, and, after a preliminary study of the acid radicals and their reactions, takes up analysis of solids; including mixtures of increasing complexity.

Text: Dennis and Whittelsey's *Qualitative Analysis*.

First semester.

4 hours.

III. QUANTITATIVE ANALYSIS.

This course aims both to familiarize the student with the fundamental principles of gravimetric and volumetric analysis, and to lead him to acquire at least a measure of manipulative skill in the application of these principles as exemplified in the making of various determinations and also some complete analyses, these including both such as are of especial theoretical significance and also some that are especially of technical importance.

Prerequisite Chemistry II.

Second semester.

4 hours.

IV. ORGANIC CHEMISTRY.

This course is an "introduction to the compounds of carbon," aiming to acquaint the student with the various classes; and also to acquaint him with laboratory methods in the preparation, separation, and purification of such compounds.

Prerequisite Chemistry II.

First and second semesters.

4 hours.

Course IV alternates with Courses II and III. Courses II and III will be offered in year 1912-13.

V. BLOWPIPE ANALYSIS.

In this course there are studied the methods employed in "dry analysis." The students introduction to these methods is by means of "known" substances and the further application of the knowledge thus acquired is in the analysis of "unknowns," including not only salts, but also substances of mineralogical and other industrial significance.

Prerequisite Chemistry I.

First semester.

2 hours.

VI. AGRICULTURAL CHEMICAL ANALYSIS (Quantitative.)

This course is largely a "laboratory course," dealing with the fundamental methods of Agricultural Analysis as carried out in the American Experiment Stations, and as exemplified by a few typical examples such as analysis of dairy products, of feeding materials, of fertilizers and of soils.

Prerequisite Chemistry III.

Second semester.

4 hours.

Physics

PROFESSOR HEUSE

I. GENERAL PHYSICS.

This course aims to acquaint the student with the fundamental principles of the science and with some of their technical and industrial applications. While many of the phenomena studied are the same as have been taken up in the Academy Course, they are here taken up from a more advanced viewpoint. This course aims to bring out more strongly the essential unity of the subject, deals much more extensively with its mathematical phases and demands a greater accuracy on the part of the student, both in observation and measurement, and also in his thinking; aiming to lead him more extensively and thoroughly into a habit of accurate deduction and logical thinking. The course runs through the two semesters, there being two class-room periods and one laboratory period (of two hours) per week. The first semester's work is given entirely to Mechanics and Heat,

while during the second semester the divisions taken up are Sound, Magnetism and Electricity, and Light.

Open to Sophomores.

Prerequisite: Physics A and Trigonometry.

First and second semesters.

3 hours.

Geology

PROFESSOR HEUSE.

I. (a) GENERAL GEOLOGY.

This course takes up a study of the materials, agents, and processes involved in the development of the earth's present features and includes two hours per week of class work or field trips, for which the location of the University is especially advantageous; and two periods (of two hours each) per week in the laboratory, in which work a large part of the time is devoted to the study and identification of minerals and rocks on the basis of both physical and chemical characteristics.

(b) HISTORICAL GEOLOGY.

This course is a study of the evolution of the earth and its life, both plant and animal. The plan of the work is the same as in course (a), with the exception that the laboratory work consists largely of a study, and later the identification, of a few of the more characteristic fossils from the various horizons.

Prerequisites: General Chemistry and General Zoology.

Given in alternate years. This course will be offered in 1912-13.

First and second semesters.

4 hours.

English Language and Literature

PROFESSOR NICHOLS.

I. RHETORIC.

A review of rhetorical theory and the analysis of prose selections. Special study of the paragraph. Papers in description, narration, exposition and argumentation.

Required of freshmen.

Throughout the year.

2 hours.

II. LITERARY MASTERPIECES.

This course is planned to give opportunity for the study of representative classics of the following types: The Shakespearean drama, the modern drama, the novel, the short story, the narrative poem, the lyric. Occasional themes.

Elective for freshmen.

Throughout the year.

2 hours.

III. CHAUCER.

Eight of the Canterbury Tales are read in the class with the purpose of giving an intelligent appreciation of Chaucer and his age. Outside reading.

First semester, 1911-12.

3 hours.

Not given in 1912-13.

IV. THE NOVEL.

The novel is studied with respect both to its historical development and to its structure, scope, and influence as a literary *genre*. Scott, Thackeray, Eliot, Dickens, Meredith, Hardy, Hawthorne and several contemporary novelists are read. Entrance by permission.

Second semester, 1911-12.

3 hours.

Not given in 1912-13.

V. THE ESSAY.

Text and outside reading with recitations on both. The course will deal with Ascham, Milton, Dryden, Carlyle, Macaulay, Cardinal Newman, Ruskin, Pater, and Matthew Arnold. Attention will also be given to the nature of the essay, and to its various types.

First semester.

2 hours.

VI. THE SHORT-STORY.

An endeavor is made to place the short-story and a close study of its distinguishing characteristics is undertaken with this purpose in view. An original short story is required.

Second semester.

2 hours.

VII. AMERICAN LITERATURE.

The aim of this course will be to discover, from a comparison of American fiction, orations, essays, and poems of varying date, the developments which have taken place in the American home, in American education, the pulpit, press, stage, industry, and social usage.

Second semester, 1911-12.

2 hours.

Not given in 1912-13.

VIII. CONTEMPORARY DRAMA.

A brief review of the drama from Sheridan to Bulwer-Lytton will be followed by closer study of the principal Nineteenth Century dramatists, with attention to continual influences. Robertson, Gilbert, Pinero, Jones, Yeats, Phillips, and others will be studied and an attempt will be made to discover the present tendencies of the drama.

First semester.

3 hours.

IX. THE AGE OF ROMANTICISM.

Cowper, Burns, Scott, Wordsworth, Coleridge, Byron, Shelley, Keats and Moore are read; the influence of the French Revolution; the attitude of these poets toward nature, their love for the picturesque and their manner of expression, are some of the points taken up for discussion.

Second semester.

3 hours.

X. VICTORIAN POETRY.

A wide reading of Victorian poetry is required, and a careful inquiry is made into its nature and origin. Special critical study of the work of Tennyson, Arnold, Browning, and illustrative readings from Mrs. Browning, the Rosetti's, Morris, Swinburne, supplement the course.

Throughout the year, 1911-12.

3 hours.

Not given in 1912-13. Senior-Junior elective.

XI. SHAKESPEARE.

All of Shakespeare's writings are read by the student; some fifteen of the plays, representative of types, are carefully studied in class; interpretative lectures are given by the instructor.

Senior-Junior elective.

Throughout the year.

3 hours.

Public Speaking and Debate

MRS. COLLETT.

PRACTICAL PUBLIC SPEAKING.

(A). Offers the maximum of practical training with the minimum of theory through the analysis and interpretation of great orations and actual practice in their oral presentation.

First semester.

2 hours.

(B). A continuation of (A).

Presents a thorough study of the principles involved in the construction of the oration, including critical analysis—a preparation of subject matter, psychological aspects—personality—the relation between speaker and auditor, etc. Practical work is required in the preparation of speeches of welcome, eulogy, and farewell—addresses for public and political occasions—addresses upon social and economic problems—after dinner speeches, etc. In addition, one original oration of not less than one thousand nor more than fifteen hundred words is required.

Second semester.

2 hours

ARGUMENTATION AND DEBATING.

These courses aim to cultivate the power to think clearly, methodically, and logically; to form quickly effective ideas, and to present them in a convincing manner; in brief, to make plain and usable to the student the science of debating.

(A). Principles of Argumentation and Brief Drawing.

Presents a thorough study of the principles of Argumentation and Debating and actual training in the preparation of briefs for debate upon assigned subjects.

First semester.

2 hours.

(B). The Technique of Debating.

A continuation of Course (A). Deals with the technique of debating—the marshalling of evidence—the consideration of the admissibility and worth of various kinds of evidence—inductive and deductive argument—fallacies—principles and qualities of style—persuasion—arousing the emotions—appealing to the intellect—platform deportment—the ethics of debating, etc. Practical application of theoretical instruction is gained through actual classroom debates upon current problems.

Second semester.

2 hours.

The School of Education

ARTHUR ELLSWORTH BENNETT, A. M., Ph. D., Dean.

I. THE SCHOOL OF EDUCATION.

Seniors in the College of Liberal Arts who have taken fourteen hours in pedagogy and six hours in descriptive and explanatory psychology are entitled to a five years' state certificate in Iowa without

examination. The School of Education is fully accredited by the State Board of Educational Examiners and the majority of adjoining states honor our graduates in pedagogy by granting certificates without examination.

Studies in all the departments of pedagogical training are offered to those desiring to teach. Graduates of the School are prepared for high school teachers, principalships and the superintendency of schools. We have been unable to supply the demands made by school boards upon this department for grade teachers and school principals.

The specifically required courses for all those who plan to complete the work of the School of Education are as follows: Education, The History of Education in the United States, Course VI., Secondary School Methods, Course VII., The Philosophy of Education, Course VIII. or Principles of Education, Course III; General Psychology, Course I, Students may elect other studies in education to complete a major or minor. They may include Logic, Ethics and The History of Philosophy from the philosophical studies as a part of said major or minor course.

II. THE NORMAL COURSE.

The Normal Course comprehends the completion of the Sophomore year of the College of Liberal Arts with twenty hours in education and psychology as a part of the work included in the list of credits. This means that graduates of accredited high schools must take two years of College work before they can graduate from the Normal Course. This should include enough work in psychology and education so that twenty semester hours are to their credit.

In planning this work the student should include therein one year in English, after the preparatory work, a year of College science along with the professional studies. The remaining studies are all elective.

Students receive diplomas upon graduation and are entitled to a two-year state certificate in Iowa, subject to renewal, due to the full accreditation of the work in the course by the Iowa State Board of Educational Examiners.

III. COUNTY CERTIFICATE COURSE.

All the subjects of study required for a first grade county certificate in Iowa are included in the Academy course of study. All of the common branches are taught and classes in physics, civics, elementary political economy and vocal music are maintained.

IV. COMMON SCHOOL REVIEW STUDIES

Many mature students from the elementary schools feel the need of intensifying the work they have already had by further studies in the common branches. Such students will find classes in orthography, physiology, geography, grammar, history, arithmetic, vocal music, drawing and penmanship suited to their needs. Many boys and girls do not find in the country school classes preparation suited to their advancement. These will find nothing to prevent them from advancement as rapidly as they can master the work in these much neglected studies.

V. TEACHERS' COURSE.

The School of Education has arranged for special teacher's courses in the languages and the sciences, given by the heads of the college departments as a means of special preparation for teaching in those departments. For such courses consult the description of Courses for the department of the College of Liberal Arts, pages 29 to 57.

The School of Music

CHARLES DANIEL NEFF, A. M., MUS. D., Director.

JOHN WILLIS CRAIN, MUS. B.

GENERAL DESIGN.

It is the aim of the School of Music to produce artistic players and singers who know and love music. To this end, thorough instruction is provided in the theoretical as well as in the practical branches of the art. A full course leads to graduation, but special courses may also be taken by those who prefer to study music as an accomplishment rather than from the standpoint of others who desire to fit themselves for teaching or for a professional career.

Instrumental Music

PROFESSOR NEFF.

Course of Study.

I. PIANOFORTE.

Grade I.

National Graded Course. Grade I.

Studies, Op. 82.....Gurlitt

Standard Graded Course, Grade I.....Mathews
 New England Conservatory Method. Part I.
 Studies, Op. 50 and 51.....Koehler
 Technical Exercises.

Grade II.

Scales, Major, Minor, Thirds and Sixths.
 Broken Chords through two and four Octaves.
 Studies, Op. 176, Books I and II.....Duvernoy
 Easy Studies, Op. 139, 2d book.....Czerny
 National Graded Course. Grade II.
 Standard Lessons in Phrasing and Musical Interpretation—..Mathews
 Etudes. Op. 100.....Burgmueller
 Album for the Young.Schumann
 Studies, Op. 47. Book I.Heller
 Studies. Op. 8.Doering
 Selections from N. E. Conservatory Pianoforte Course.
 Sonatines and Easier Pieces, by Clementi, Kuhlau, Reinecke, Gurlitt,
 Wolff, Scharwenka and others.

Grade III.

Touch and Technic.....Mason
 Little Preludes and Fugues.Bach
 Thirty Selected Studies (Presser).Heller
 New School of Velocity. Op. 50.Haser
 School of Velocity. Op. 61.....Berens
 Songs Without Words.Mendelssohn
 National Graded Course. Grade III.Great Composers
 Elements of Modern Octave Playing.....Turner
 Octave Studies. First book.Kullak
 School of Velocity. Op. 239.Czerny
 Sonatas—The easier ones.....Mozart, Haydn, Clementi

Grade IV.

Two Part and Three Part Inventions.....Bach
 Touch and Technic.Mason
 Art of Finger Dexterity. Op. 740.Czerny
 Studies for the Left Hand. Op. 15.....Krause
 Fifty Selected Studies.Cramer-Buelow
 Damper Pedal Studies. Op. 15.Turner
 Octave StudiesLow

Ten Etudes. Op. 5.	Krause
Etudes Poesies. Op. 53.	Haberbier
Studies in Phrasing and Interpretation.	Mathews
National Graded Course. Grades IV and V.	Great Composers
Forty Daily Studies. Op. 337.	Czerny
Nocturnes.	Field
Nocturnes, Waltzes, Preludes.	Chopin
Wanderbilder.	Jensen
Art of Phrasing. Op. 16.	Heller
Gradus ad Parnassum.	Clementi-Tausig
Compositions by Beethoven, Schubert, Schumann, Mendelssohn, Weber, Mozart, Bach, Handel, Haydn and others.	
Modern compositions by Raff, Bendel, Moszkowski, Schulhoff, Henselt, Liszt, Chopin, Grieg, Tschaikowski, MacDowell and others.	

Grade V.

Gradus ad Parnassum.	Clementi-Tausig
Studies. Op. 20.	Kessler
Studies. Op. 26.	Thalberg
Studies. Op. 70.	Moscheles
Seven Octave Studies. Op. 48.	Kullak
Touch and Technic	Mason
Daily Exercises.	Tausig
Studies for Expression and Technique.	Neupert
Preludes and Studies (Easier Numbers).	Chopin
Technical Exercises.	Mertke
French and English Suites.	Bach
Well-Tempered Clavichord.	Bach
Nocturnes, Waltzes, Polonaises.	Chopin
Classic Pieces by Old Masters.	
Modern Compositions, by Raff, Rubinstein, Bendel, MacDowell, Moszkowski, Leschetitzski, Henselt, Chaminade, Beach, Schulhoff, Liszt, Sonatas, Solo Work, Schumann, Beethoven.	

Grade VI.

Well-Tempered Clavichord.	Bach
Etudes. Op. 10, Op. 25.	Chopin
Studies. Op. 2. Op. 5.	Henselt
Gradus ad Parnassum.	Clementi-Tausig
Phantasie Pieces, Novelties, Night Pieces.	Schumann
Etudes Symphoniques.	Schumann
Waldesrauschen and Gnomensreigen.	Liszt

School of Virtuosity. Op. 365. Czerny
 National Graded Course. Grades VI. and VII. Great Composers
 Sonatas. Beethoven
 Solo Works of Beethoven, Bach, Chopin, Schumann, Liszt, Raff, Rubinstein, Grieg, Saint-Saens, Brahms.
 Bach's Organ Fugues transcribed by Tausig and Liszt.

II. HARMONY.

Harmony is to music what grammar is to language. It is the *sine qua non*, the indispensable part of one's study in every department of music. No one is entitled to the name "musician" who has not a thorough knowledge of harmony.

Systems of intervals. The scales, major and minor. Triads of the major and minor scales. Inversions of triads. Chords of the seventh with their inversions. Chords of the ninth. Cadences. The augmented sixth chords, French, German, Italian and Neapolitan. Modulation. Suspensions and retardations. Organ point. Passing tones and chords. Harmonizing melodies and inventing themes. Part writing. Chorals. Chants. The C clefs. Writing accompaniments. Ear exercises.

III. GENERAL THEORY.

Elements of acoustics and tone quality. Accent, tempo, rhythms, melodics, dynamics. Treatment of themes and the transformation of motives. Musical form analyzed and explained. Description of orchestral instruments and their distinguishing characteristics. How music should be rendered and what its significance is. Theory of interpretation. Relation of music to other forms of art. General laws and principles underlying music as a science and as an art.

IV. HISTORY OF MUSIC.

The study of this important branch of musical education is required of all candidates for graduation. At the same time its value as a means of general culture to students of every department of the college must be self evident, since a goodly degree of familiarity with the men, the methods, the principles and the masterworks of which musical history treats, is everywhere assumed to be one of the essential elements in the equipment of the liberally educated.

The plan of instruction in the class room has in view a combination of the recitation and lecture systems. The end to be attained involves the attempt to gain a clear knowledge as to how music reached its present state; and the emphasis is laid on the men who

developed music, on the study of their works, on the factors which influenced their careers, and on the ultimate value of their labors to the art and science of music.

PUBLIC EXHIBITIONS, RECITALS, CONCERTS.

Each year and each semester, public exhibitions will be given. There will be a number sufficient to arouse interest, to stimulate and inspire, but not so many as to divert the minds of pupils from study and practice. Thus limited, these recitals will be a most valuable factor in the student's progress, while at the same time, the institution and the community will not fail to recognize therein the evidences of a musical uplift.

ENSEMBLE PLAYING.

This is one of the important features of the course. Therein are to be found indispensable elements of musical culture, to be secured through no other method of training. Students who are sufficiently advanced, are required to perform in public not only in solo numbers, but also in four-hand, six-hand, and eight-hand pieces. Through such a medium is mind sharpened on mind and ability matched against ability.

MEMORIZATION.

In the pianoforte department, one of the prime requirements is that much of the material used, in study throughout the course shall be memorized. This applies especially to pieces, which go hand-in-hand with etudes and technical exercises in every grade after the first. It is noteworthy that all the first-class pianists of Europe and America invariably play their entire programmes from memory. Rubinstein had a memorized repertoire of more than a thousand compositions. Only when the student has thoroughly committed his music to memory, then, and not till then, does his playing begin to assume the character of improvisation and to take on that freedom, spontaneity and subtleness of touch and tone which alone render artistic results possible on the piano. The student playing without notes has been obliged to make a most careful and critical study of every detail of notation, fingering, expression, phrasing, melody, rhythm and dynamics. He has meanwhile unconsciously been changing from a machine grinding out a fixed, fore-ordained measure of colorless tones, so many per minutes, into a living, thinking being, capable of truthful, original expression in the world of tones. There-

fore such a player impresses his hearers as being less an amateur and more a musician.

INSTRUMENTS.

The College is equipped with eleven pianos, several of which are available to students for practice and may be rented at reasonable rates. They are regularly tuned. There are also two organs. Seven of the pianos are grands.

The Director's own instrument, on which his lessons are given, is a splendid Chickering concert grand piano.

A Steinway Orchestral Grand Piano is a part of the equipment of the School of Music. This superb instrument, the type used by all the great concert pianists of Europe and America, affords facilities for concert work by the students here, such as are rarely to be found outside of the large cities.

Pipe organ students will find an instrument adequate to their needs in the Estey two-manual pedal organ, which was added to the equipment of the School of Music, November, 1907. The pipe organ in the Methodist church is also available.

REQUIREMENTS FOR GRADUATION.

Three semesters of Harmony, two semesters of the Music Students' Club Extension Course, embracing History and the study and performance of the works of the standard composers, together with one and a half semesters of Theory, are required of candidates for graduation, who should add a fourth semester of Harmony.

The study of languages is strongly recommended.

The complete course extends through four years in the instrumental and theoretical departments. A year of post-graduate work is offered for the higher development of artistic and concert playing and for the further pursuit of studies in general theory. Thus a course of five years is available.

Vocal Music

PROFESSOR CRAIN.

Vocal music, since the beginning, has been the common language of the world, and today the most beautiful of all musical gifts is artistic singing. In no form of music is early training of such paramount importance as in the development of the Voice, for here the

question is not only to acquire the technique of an instrument, but to mould, strengthen and train it in its growth toward maturity.

VOICE CULTURE.

A certain degree of perfection can be brought into every singing voice by a thorough understanding of vocal mechanism.

Voice culture means breath control. The student of voice should therefore make a careful study of the art of breathing. He must also learn to keep the throat open and free from all obstruction.

Only the free and unrestrained use of the throat will allow the tone to reflect into the nasal cavities, where it perfects itself through the head vibrations.

VOICE PLACEMENT.

We begin the study of voice placement, with careful work on single tones; we work for extension of compass and equalization of registers; we use vowels and consonants to secure correct pronunciation and clear articulation. Exercises for cultivation of velocity and execution, consisting of scales, major, minor, and chromatic ascending and descending in metrical form, also intervals and arpeggios gradually increasing in difficulty; portamento; staccato; appoggiatura; trillo mollo (slow trill), in strict time and ad libitum its preparation and conclusion.

EXPRESSION.

Cultivation of taste to express the various emotions, so that the pupil may be able to understand and interpret for himself the writings, simple and moderately difficult, of the famous composers of the past and present.

General observations and precautions as to manner of standing, facial expression and control of lips, jaw, tongue, soft palate and larynx, while singing.

Throughout all, it is the policy of the department to cultivate ease and simplicity of expression by those methods which practice and experience have proven most natural and efficacious as adapted to the particular needs of individual pupils.

CHORAL INSTRUCTIONS.

All pupils are urged to attend the chorus rehearsals for the benefit of the drill and for the opportunity of sight-reading and the

knowledge gained of the better grade of music. It is the custom for the members of the Choral Union to give in public during the Spring season, at least one oratorio or cantata. No charge is made for membership in the chorus.

SIGHT SINGING.

There is organized every year a class in sight singing to give to those who desire it an opportunity to take up systematic study of the principles of music as applied to sight singing.

PUBLIC SCHOOL MUSIC.

In response to a continued demand throughout the country for Supervisors of Music in the public schools, the department has added a course of instruction in public school music for which a certificate will be given. The best systems in use in the public schools in Chicago, New York and Boston are taught. The course is as follows, with tuition the same as for private lessons:

Normal Music, 1 year. Voice Culture, 1 year. Ear Training, 1-2 year. Piano, 1 year.

STRINGED INSTRUMENTS.

Those who desire to take work in Violin, Mandolin, or Guitar will be given instruction to suit their needs.

Studies by Hermann, Kayser, Fiscal, David, Rice and others are used.

REQUIREMENTS FOR GRADUATION.

Students completing the course,—consisting of three years' work in voice, one and a half semesters of theory, three semesters of harmony, on year of musical history (as afforded in the pianoforte department), recital and chorus work, together with two years' work in English,—will be granted the diploma of the department.

Satisfactory credit will be accepted and the course will be adapted to the needs and requirements of the individual. The study of piano is strongly urged.

The School of Art

This school aims to meet the rapidly increasing demands of a clear understanding of theoretical art and ability to apply it in practice.

To this end courses are given in perspective, free hand from life, oil and water-color from nature, and copy, pastel, china-painting, crayon, pen and ink, etc.

In order to meet the popular demands a system of art instruction must not be too rigid; hence a wide latitude for personal choice, in material, subject, style of work, etc., is granted.

Two distinct courses of art instruction are offered:

I. A Normal Course for those who intend following art as a profession.

II. An Elective Course in which the student is allowed the widest range in subjects, and methods of work.

This course is planned for those who wish to make art study only incidental and who follow it for enjoyment and recreation. Work in the classes is arranged to suit the needs of each individual pupil.

MATERIAL.

All necessary art material is kept in stock and can be furnished to the pupil at regular prices.

Students may take up work at any time.

Lessons may be made up in cases where they are unavoidably missed.

TEXT BOOK.

A Text Book on the History of Painting, by John C. Van Dyke, will be studied during the first year of the Normal Course.

First Year.—Elementary Drawing in free-hand outlines, embracing form and proportion. Outline drawing of convenient and natural forms from flats and models. Study in light and shade. Elementary Perspective, Designing. Composition and Water Colors.

Second Year.—Drawing and Shading from modern and antique casts and still life. Perspective continued in problems and in application to drawing from life and nature. Work in colors continued.

Third Year.—Oil and Water Color Painting from studies, still life and nature. Landscape painting in oil and water colors from nature, embracing aerial perspective and composition.

Pen Drawing, Monochrome Washes, China Painting, any of the Decorative Arts as used in painting on fabrics, glass or tiles may be taken any time after commencing the practice in colors.

The School of Oratory

MARGARET JAYNE-COLLETT, Director.

GENERAL STATEMENT.

The school stands primarily for personal culture—the best and highest development of the individual. It recognizes that social, professional, or commercial success depends largely upon effective personality—that a cultured and noble manhood and womanhood is the *summum bonum* of all education. It therefore devotes itself to the great privilege of awakening the student of expression to a realization of his God-given potentialities, and to the service of guiding and assisting him in his growth and progression. Yet, apart from the general culture afforded, the technique of all its courses is designed to serve the needs of the student in a thoroughly practical way, and is adapted to those who desire special training as readers, lecturers, clergymen, lawyers, dramatic artists, and teachers.

Eight hours' credit in the School of Oratory may be counted as elective in any collegiate course.

Upon the attainment of a high degree of efficiency through the two years of study outlined for this Department, a diploma will be awarded.

Special courses may also be pursued by those who are not planning for a professional career.

GENERAL COURSE.

I. VOICE CULTURE.

Exercises for voice building, placing, flexibility, and resonance. The aim is to bring out the natural qualities of the voice, to free it from inherited or acquired mannerisms, and to cultivate a clear, resonant tone.

1. **Voice Culture.** *One hour.* Preparatory exercises for muscular development. Breathing: Shakespearean method as applied to the speaking voice. Emission of tone. Cultivation of mobility of vocal organs. Development of slides. Increase of range of voice. Study of elementary English sounds. One lesson per week, first semester.

2. **Voice Culture.** *One hour.* Ear Training. Cultivation of resonance. Responsiveness of voice to emotion. Tone modulation. Tone color. Prerequisites: Voice 1. One lesson per week, second semester.

II. ORAL EXPRESSION.

This work is based upon psychological principles. Literature of a high class arranged to follow the development of the mind in expression is used, the aim being to cultivate a natural, direct, and intelligent style, which will express the student's individuality and yet be in harmony with the emotion of the selection.

3. **Expression.** *Two hours.* Text: Psychological Development of Expression, Volume 1. Fundamental principles of expression. Intellectual conception. Development of power to read ideas. Training of eye. Cultivation of imagination. Picturing. Two lessons per week, first semester.

4. **Expression.** *Two hours.* Continuation of Expression 3. Studies in expression of simple emotions. Studies for abandon. Series of studies for directness and animation in reading and speaking. Simplicity and naturalness. Prerequisite: Expression 3. Two lessons per week, second semester.

5. **Expression.** *Two hours.* Text: Psychological Development of Expression, Volume II. Studies for vividness of imagery. Studies in social emotion. Relation of reader to imagery. Studies in social emotion. Relation of reader to audience. Commanding attention. Prerequisites: Expression 3 and 4. Two lessons per week, first semester.

6. **Expression.** *Two hours.* Continuation of Expression 5. Studies in light and shade. Subtlety. Studies in fulfillment of author's purpose. Studies in atmosphere. Power in expression. Prerequisites: Expression 3, 4 and 5. Two lessons per week, second semester.

III. BODILY EXPRESSION.

A very successful method of developing gesture through natural response to thought. It serves to develop harmony in bodily action, to suppress superfluous gesture, and to secure a closer adjustment to form to content.

7. **Bodily Expression.** *One hour.* Series of exercises for stimulating nerve centers. Modes of expression. Cultivation of general physical response to sensation, thought, and emotion. Cultivation of expressiveness of different agents as related to the whole. Principles underlying bodily responsiveness. One lesson per week, first semester.

8. **Bodily Expression.** *One hour.* Cultivation of harmony in action. Hindrances to bodily expression. Overcoming mannerisms. Studies for bodily expression in descriptive action and dramatic action. Study and analysis of bodily expression in others. Original exercises. Prerequisite: Bodily Expression 7. One lesson per week, second semester.

IV. DRAMATIC ART.

Preliminary to the study and presentation of plays, a series of lessons in Life Study and Personation is given, followed by character studies from Dickens with physical representation of the same. Dramatic scenes are then given, together with a study of stage etiquette, deportment, and business. Later more advanced work in modern drama and scenes from Shakespearean plays are presented.

9. **Dramatic Art.** *One hour.* Life study and personation. Study of characters from life, written sketches and physical representation together with monologue in character. Studies of character from Dickens: written sketches, physical representation, and dramatic scenes. One lesson per week, first semester.

10. **Dramatic Art.** *Two hours.* Study and presentation of good modern plays. Character studies. Dramatic action. Stage deportment and etiquette. Prerequisite: Dramatic Art 9. Two lessons per week, second semester.

11. **Dramatic Art.** *Two hours.* Analytic and literary study of selected plays from Shakespeare. Study of plot: Character analysis. Presentation with stage business. Prerequisites: Dramatic Art 9 and 10. Two lessons per week, first semester.

12. **Dramatic Art.** *Two hours.* Continuation of Dramatic Art 11, with a view to public presentation of drama. Prerequisites: Dramatic Art 9, 10, 11. Two lessons per week, second semester.

V. STORY TELLING.

One of the oldest of arts, now recognized as a dignified and legitimate art of entertainment. It is also considered an educational factor in the life of a child, being the best means of interesting the young in history, science, and literature, as well as inculcating lessons of morality and ethics.

13. **Story Telling.** *One hour.* Principles of story telling studied. Psychological reasons for selected stories for different periods of childhood. Fairy tales, folk lore, fables, Bible stories, myths, legends, allegories, and dramatic stories. Individual practice with criticisms and suggestions. One lesson per week; second semester.

VI. REPERTOIRE.

This course gives the student practical experience in rendering selections before a sympathetic yet critical audience, and also the privilege of hearing others give their interpretations.

14. **Repertoire.** *One hour.* Listening to interpretation of selections by others. Practice in rendering different forms of literature, including short story, monologue, lyric poetry, and dramatic composi-

tion with criticism and suggestions. One lesson per week, first semester.

15. **Repertoire.** *One hour.* Continuation of course 14, which is a prerequisite. One lesson per week, second semester.

VII. POETICAL INTERPRETATION.

An interpretative study is made of characteristic poems of the best writers of English verse.

16. **Poetical Interpretation.** *One hour.* Studies from Longfellow, Lowell, and Whittier, etc., with interpretation and rendering. One lesson per week, first semester.

17. **Poetical Interpretation.** *Two hours.* Studies from Tennyson, Browning, and Kipling, with interpretation and rendering. Prerequisites: Course 16. Two lessons per week, first semester.

VIII. ORATORY AND EXTEMPORANEOUS SPEAKING.

The aim is to develop speakers whose style shall be simple and natural and, when occasion requires, powerful. The rendering of the best orations enlarges the pupil's vocabulary, purifies his diction, and presents high ideals of style. In extemporaneous speaking each pupil is given opportunity to speak on a variety of subjects, but always with a definite purpose in view.

18. **Oratory and Extemporaneous Speaking.** *Two hours.* Analysis and delivery of selections from great orators. Essentials of effectiveness in all departments of speaking: business, social, and public. Practice in delivering speeches for the accomplishment of specific and varied purposes. The gaining and holding of audiences, the logical arrangement of subject matter, and the use of illustration and effective climaxes will receive especial attention. Two lessons per week, second semester.

IX. CONVERSATION.

This is not a gift of nature but the result of education. It is the cultivation of the social side of nature, the aim being to develop in the talker a fine personality, an habitual insight into the temperaments and thoughts of others, the development of tact and ease and fluency of speech. Conversation as an art has to do with the manner and the matter of the conversationist.

19. **Conversation.** *One hour.* Manner—Subjective conditions in the speaker: physical, mental, moral. Objective conditions in the hearers: number, quality, difference in age, degrees of intimacy. Matter—Topics: Handling of topics.

X. PRIVATE STUDY.

20. **Private Lessons.** *Three hours.* Selections adapted to the student's growth and suitable for public presentation will be prescribed and will receive the individual attention of the instructor. One lesson per week, first semester.

21. **Private Lessons.** *Three hours.* Continuation of Course 20 which is a prerequisite. One lesson per week, second semester.

23. **Private Lessons.** *Three hours.* Continuation of Course 22, which is a prerequisite. One lesson per week, second semester.

22. **Private Lessons.** *Three hours.* Continuation of Course 21, which is a prerequisite. One lesson per week, second semester.

Rates of tuition for Oral Expression and Dramatic Art:

Instruction in all regular courses given in this department per

semester.	\$25.00
Private lessons, one per week per semester.	18.00
Private coaching lessons (40 minutes)	1.00
Class lessons, two per week (one hour) per semester.	5.00
Class lessons, one per week (one hour) per semester.	3.00

COURSE OF STUDY.

First Year.

First Semester.	Hours.	Second Semester.	Hours.
English	4	English	4
Elective	4	Elective	4
Oral Expression (3)	2	Oral Expression (4)	2
Voice Culture (1)	1	Voice Culture (2)	1
Life Study and Personation (9)	1	Drama (10)	2
Bodily Expression (7)	1	Story Telling (13)	1
American Poets (16)	1	Bodily Expression (8)	1
Conversation (19)	1	Private Lessons (21)	3
Private Lessons (20) (1 per week)	3		

Second Year.

First Semester.	Hours.	Second Semester.	Hours.
English.	4	English.	4
Elective.	4	Elective.	4
Oral Expression (5)	2	Oral Expression (6)	2
Drama (11)	2	Drama (12)	2
Repertoire (14)	1	Repertoire (15)	1
British Poets (17)	2	Oratory and Extemporaneous	
Private Lessons (22) (1 per week)	3	Speaking (18)	2
		Private Lessons (23)	3

School of Commerce

Write for special Bulletin of the School of Commerce, containing courses, faculty, description of new basis upon which School is placed, its connection with the College work, special provision for high-school graduates, and for short term pupils.

Thorough instruction is given, preparing both for immediate practice in responsible positions, and for positions in teaching. There is a constant unfilled demand for three classes of graduates:

1. Expert Stenographers, whose accuracy and rapidity demand high salaries.
2. Stenographers and Typewriters who also know business forms, office practice, etc.
3. Normal and College Graduates, who are also masters of Shorthand and can teach Stenography, Typewriting and Bookkeeping in our best high schools.

THE ACADEMY

THE ACADEMY OF UPPER IOWA UNIVERSITY is a standard Academy of the first grade. The curriculum and the various courses have recently undergone a thorough revision in order to meet the demands of the changing requirements for College entrance and the changed conditions of the students who come to us. The revised curriculum of the Academy is a standard curriculum for secondary schools, with many attractive features, due to faculty, location of the Academy upon the University Campus, its relation to the Schools of the Arts. Art, Music, Oratory, Commercial studies as well as History and Mathematics, the varied Sciences, the Languages and Literatures, all help to enrich the curriculum of the Academy, and the life of the students. A full account of the changes in the courses, and the regulations of the life of the Academy student is contained in the *Academy Bulletin*.

THE SUMMER SESSION

ARTHUR E. BENNETT, PD. D., Director

JUNE 24 TO AUGUST 3.

A SUMMER SESSION continuing six weeks and including nearly all departments of the University is annually held during the months of June and July.

THE TENTH SUMMER SESSION will meet from June 24 to August 3, 1912.

THE FACULTY is composed of members of the regular College Faculty, Directors of the various schools of the Arts, and special instructors engaged for the summer to give additional courses in subjects not taught during the other sessions of the University.

COLLEGE CREDIT is likewise given for preparatory subjects; the classes meet twice daily and do double work.

COURSES IN NORMAL AND IN PEDAGOGY meet the requirements of the Board of Examiners for State Teachers' Certificates, and count for graduation from either Normal School or School of Education.

SPECIAL TEACHERS' COURSES in Music and Art are offered. Special courses for training teachers for the rural schools.

TEACHERS' REVIEW COURSES for both high school and grade teachers in the various subjects of high school and grade school are arranged for those who desire to fit themselves for the very best positions in our schools.

SPECIAL PRIMARY WORK is arranged for the Summer Session.

The Summer School is therefore designed to meet the needs of the following classes of students:

1. School principals, superintendents, special teachers and graduate students who wish to pursue special or pedagogical courses.

2. Teachers who are not graduates of College or of Normal and who wish to use the summer months to secure credit for graduation.

3. College and Academy students, who are deficient or conditioned and wish to secure higher classification than their present credits give them.

4. High School or Preparatory students who lack in preparatory entrance credits and wish to make up deficiency.

5. Young people preparing for teaching who wish the Review Courses preparatory to the examinations.

6. Teachers of Primary Grades who wish to keep in touch with the best methods of the times.

Tests for all grades of certificates under the new state law are given at Fayette the last of June and at the close of the Summer Session the latter part of July. The tests are held in the class-rooms of the University.

For full information write for special *Bulletin of the Summer Session*.

General Information

History

Among the early pioneers to Northeastern Iowa were Col. Robert Alexander and Mr. Samuel H. Robertson, his son-in-law. For years these men, counselling with other godly pioneers, planned and wrought for a Christian College in this region. Fayette was chosen as the place therefor. Col. Alexander and Mr. Robertson gave the ground, and, in the winter of 1854, the contract was let for the erection of the first building of the institution, to be fifty feet by one hundred, three stories high, and of cut stone. That building, known first as Seminary Hall, and now as College Hall, was in process of erection during the summers of 1855 and 1856, and was finally completed in 1857. September 26, 1855, at the session of the Iowa Conference, which then extended over the entire State, Fayette Seminary was placed under Church direction, a new Board of Trustees, eighteen in number, being elected.

The first term of Fayette Seminary opened January 7, 1857, under the principalship of the Rev. Wm. H. Poor; the second term opened May 28. Mr. Poor having resigned, the Rev. Nathan S. Cornell, a teacher under Mr. Poor, was placed in charge. The first full Academic year opened September 17, 1857, with the Rev. Lucius H. Bugbee, A. M., as principal. During the previous two terms nothing but common school work had been done, but now classes in Latin, Greek and other preparatory studies were formed. The first Commencement was held on July 15, 1858. At the meeting of the Board of Trustees, held on the same day, the incorporation changed its form to that of Upper Iowa University, which change was legalized by the Legislature of Iowa, February 17, 1862. The

Rev. L. H. Bugbee was elected president during the next summer, and July 21, 1850, was formally inaugurated President of Upper Iowa University. President Bugbee was a man of rare qualities; an inspirer of youth; as loving and tender as a mother; a disciplinarian of the strictest order, he yet controlled without seeming to govern, his mere suggestion being sought and implicitly obeyed. April 21, 1860, he resigned, and the Rev. Wm. Brush, A. M., D. D., was placed in charge, and in July following was elected president, which position he held till June, 1869.

President Brush was a man of great natural ability and force of character, with immense reserve power in times of emergency; and emergencies were not infrequent. Nearly an entire company was enlisted from among the students in 1861, and large contributions of volunteers were made at various times later during the war; and during nearly the entire period he assumed all the financial responsibility of the school. In 1865-6 an effort was made to secure an endowment, and about \$40,000 was obtained in subscription notes; but the shrinking of values and the great emigration westward, both following the close of the war, rendered a large portion of them valueless.

The Rev. Charles N. Stowers, A. M., succeeded Dr. Brush as president, remaining one year. Byron W. McLain, A. M., who had taught natural science very successfully for two years preceding, was made acting president the two years next following. In 1872, the Rev. Roderick Norton, A. M., then pastor at Fayette, was elected president, he performing the duties of both positions. The frequent changes of administration were not conducive to growth. President Norton resigned shortly after the opening of the fall term of 1873, and the Rev. John W. Bissell, A. M., then teaching Science, was made acting president, and in June, 1874, was made president.

The outlook was not assuring, but with patient faith and increasing labor he began to build. Slowly, but surely, confidence came back. The first ten years was a decade of internal growth. Then came a decade of expansion; three buildings were erected; the attendance of students doubled; graduating

classes increased sevenfold; able instructors with permanency of tenure characterized the faculty; there was a substantial increase in the endowment, and an absolute freedom from debt. South Hall was erected in 1884; North Hall, now known as Science Hall, followed in 1887, and the new Chapel in 1890. The Christian Associations collected the funds and built the gymnasium in 1892.

After twenty-eight years of successful administration, Dr. Bissell yielded the reins in 1899 to the Rev. Guy P. Benton, A. M., Vice-President John William Dickman, A. M., having been acting president ad interim. Dr. Benton retired from the presidency in 1902 and then Rev. Thomas J. Bassett, D. D., was called to fill the place. In June, 1905, Dr. Bassett resigned, and Professor Arthur E. Bennett, A. M., Pd. D., was elected acting president. In August, 1905, the Rev. William Arnold Shanklin, A. M., D. D., was elected president, and entered upon his duties in October, 1905. In June, 1909, upon the resignation of President Shanklin to become president of Wesleyan University, Richard Watson Cooper, Professor of Literature in Hamline University, was elected president.

The Presidents of Upper Iowa University:

- W. H. Poor, 1857.
- L. H. Bugbee, 1857-60.
- William Brush, 1860-69.
- C. N. Stowers, 1869-70.
- R. Norton, 1872-73.
- J. W. Bissell, 1873-99.
- Guy P. Benton, 1899-1902.
- T. J. Bassett, 1902-05.
- W. A. Shanklin, 1905-09.
- R. W. Cooper, 1909——.

The first class to be graduated from the collegiate department of the institution was in 1862, consisting of Jason Lee Paine and James E. Clough. Since 1857 about seven thousand students have been enrolled; five hundred and seven have graduated from College, one hundred and sixty-eight of whom have been women and three hundred and thirty-nine men.

Organization

The corporation, known as the "Trustees of the Upper Iowa University," has the power of receiving, holding and administering funds, appointing the Faculty, conferring degrees, and making laws for the government of the College. The Board consists of the President of the College, ex-officio, and three classes of Trustees, elected from year to year for the term of three years. There are never fewer than eighteen or more than thirty members. From six to ten are thus elected each year, two of whom are nominated by the Society of Alumni. The Trustees are nominated by the Board and confirmed by the Upper Iowa Conference. In honor of their early and long connection with the University two honorary trustees were elected to sit with the Board in its sessions and have full power to discuss all questions, but without vote. The death of William B. Lakin, Esq., of Miles City, Montana, leaves but one honorary trustee.

The presidents of the Board of Trustees have been H. S. Bronson, thirteen years; Levi Fuller, eighteen years; Elias Skinner, two years; C. C. Parker, one year; John Webb, two years; W. B. Lakin, one year; R. W. Keeler, six years; Bishop C. D. Foss, one year; Samuel B. Zeigler, three years, and Quintus C. Babcock, seven years.

THE VISITING COMMITTEE, annually appointed by the Upper Iowa Conference, attends the examinations and reports to the Board and the Conference. The Visiting Committee for the present year will be found on page 12.

THE LADIES' PROFESSORSHIP ASSOCIATION is an incorporate body, with power to raise and invest funds for the endowment of a chair to be filled by a woman. The chair elected to be filled for the current year is the Chair of English. The officers and membership of the Association will be found on pages 100-102.

THE ALUMNI ASSOCIATION is composed of graduates of the College of Liberal Arts. It has for its main object the

endowment of one or more Chairs in the College. The funds are controlled by a board of three directors, elected for three years. Three members of the Association, together with the President of the College, nominate a person to fill the chair supported by this fund, which is at present the chair of Biology.

THE CUSTODIANS OF THE ENDOWMENT constitute a committee of five members elected for a period of five years. The members are selected with special reference to their business qualifications. Their duties are carefully to guard the funds, to see that they are securely invested, to collect and pay all interest to the Treasurer of the Board of Trustees, and to report the condition of the endowment at the annual meeting of the Board of Trustees. At present the Board of Custodians is limited to farm securities in Iowa, which must be worth twice the amount loaned, exclusive of buildings, and no loan can be made without the consent of three members, and not then if any member objects. It is believed that the methods are wise and safe, and that not a dollar will ever be lost. Friends may make donations to the endowment with the most perfect assurance that their gifts will be zealously guarded and kept intact forever.

We invite *those who have funds to invest* where they will do good for all time, to examine the plan which has been adopted by this College after many years of experience. Those who have money and property and desire to be relieved of the care and anxiety connected with the investing of the same, can entrust it to the Board of Custodians, who will pay them an annual or semi-annual interest as long as they live, with the understanding that the property reverts to the College at their death, to be kept as a permanent endowment fund.

LOCATION

UPPER IOWA UNIVERSITY is situated at Fayette, Fayette County, Iowa, on the Chicago, Milwaukee and St. Paul Railway between St. Paul, Minnesota, and Cedar Rapids, Iowa, two hundred and six miles south of St. Paul, ninety miles north of

Cedar Rapids, one hundred and twenty-eight miles north of Davenport, and seventy-five miles northwest of Dubuque. The Cedar Rapids and Decorah branch of the Chicago, Rock Island and Pacific Railway runs within five miles, connecting with Fayette by stage from Randalia. The Chicago Great Western Railway connects with the Milwaukee road leading to Fayette at Oneida Junction, forty miles south of Fayette. The main line of the Illinois Central Railway crosses the same branch of the Milwaukee road at Delaware, forty miles south of Fayette. The Manchester and Oneida Railway connects Manchester and other points on the Illinois Central Railway with the Chicago, Milwaukee & St. Paul at Oneida Junction, giving immediate connection to and from Fayette. Students from Northeastern Iowa, Southern Wisconsin and Southern Minnesota will most readily reach Fayette by way of the Milwaukee road. Those in Northern and Central Iowa will take either the Milwaukee road or the Illinois Central and Chicago Great Western, connecting at the points above referred to. Students upon the Northwestern road will find it convenient to change at Cedar Rapids either to the Milwaukee road or the Rock Island.

FAYETTE is a beautiful town of about fifteen hundred population. It was designed by its founders to be a center of religious and educational influence. This purpose, kept steadily in view, has attracted families of culture and intelligence. The town is one of the most healthful in Iowa, and has never had a liquor saloon or gaming resort.

CAMPUS AND BUILDINGS

THE COLLEGE CAMPUS of fourteen acres is situated on a magnificent hill-top in the heart of the town.

There are now seven buildings on the campus:

(1) COLLEGE HALL contains the major portion of the recitation rooms and the music and art departments. This historic old building, the first one erected upon the campus, is a fine specimen of pure colonial architecture.

(2) SOUTH HALL offers a home for forty young women and dining-room for one hundred boarders.

(3) SCIENCE HALL contains the laboratories and lecture rooms of the departments of chemistry, physics, zoology, botany, geology and the museum. See page 81.

(4) CHAPEL, used for the daily chapel service, lectures, public and musical entertainments. The basement of this building contains the recitation rooms and offices of the Business School.

(5) THE GYMNASIUM, erected by the Christian Associations, has a good equipment for physical training. See page 84.

(6) THE OBSERVATORY, a small building erected in the eighties, contains a five-inch Alvin Clark telescope.

(7) THE "DAVID B. HENDERSON LIBRARY," the gift of Andrew Carnegie in memory of this former son of Upper Iowa University.

THE LIBRARY

For many years the library was housed in College Hall. It was long evident that a modern adequate library building was needed. In January, 1901, Mr. Andrew Carnegie gave funds for the purpose of erecting a modern building, stipulating only that it should bear the name of Colonel David Bremner Henderson, ex-Speaker of the National House of Representatives, an honored alumnus of Upper Iowa University.

This building, which is two stories above a high basement, is constructed of light pressed brick trimmed with Niagara stone. It is eighty-seven feet long by seventy feet broad, with a commodious stack room in the rear. It provides large reading rooms, adequate cloak and store rooms, and also two lecture rooms. It also furnishes two fine literary society halls.

The library contains about fourteen thousand volumes; and the books are classified according to improved library methods.

A large number of the best periodicals, including leading Iowa and Chicago newspapers, are currently received.

The library and reading room are open every week day from 8:30 A. M. to 5:30 P. M., and as occasions may demand, in the evenings.

LABORATORIES AND MUSEUM

THE BIOLOGICAL LABORATORIES. The entire second floor of Science Hall is devoted to the work in Biology. In addition to the class room there are commodious and well-lighted laboratories for both elementary and advanced classes, a private laboratory for the Professor, and above rooms. The laboratories are equipped with work tables, a set of individual drawers for the use of students, water, and electric lights.

The first year laboratory has sufficient tables to accommodate about twenty-five students at one time, while the advanced laboratories are so arranged as to give each student an individual table.

The equipment consists of microscopes, both simple and compound, of Bausch and Lomb and Leitz makes, a Zimmermann rotary microtome, hand microtome, microscope accessories such as camer lucida, and micrometers, sterilizing oven, glassware, reagents and other equipment for histological work and anatomical models, and preparations. There is also a projection lantern and a series of slides, chiefly ecological. New equipment is added from time to time to meet new demands upon the laboratory.

A departmental library is maintained in which is found a number of carefully selected reference works, the number of which is increased from year to year. The laboratory receives regularly the "*American Naturalist*," "*Biological Bulletin*," "*Botanical Gazette*" and other standard American biological magazines, while still other publications are accessible for use of the students.

The herbarium contains about one thousand sheets of spermatophyta, a large proportion of which formed the herbarium of the late Dr. C. C. Parker. This collection is especially rich in local species. The lower plants are also represented by specimens from various localities. The zoological collection contains representatives of the various phyla of animals, but as many of the specimens belong to the museum they will be mentioned in greater detail in that connection.

THE CHEMICAL LABORATORY is situated on the first floor of Science Hall on the east side, it and the Chemistry storeroom occupying about half of this floor, while in an adjoining room is the Departmental Library containing several hundred volumes. These include text-books and laboratory manuals for the different divisions of the subject; various works of reference, both of a general nature and dealing with special phases of the subject, or its applications and development; and includes also some current periodicals. The laboratory contains thirty-six desks at each of which is supplied to the individual such apparatus as he needs for his course, and which is replaced or increased as needed from the storeroom stock. Each student has at his place of work both gas and water, as well as a sink connection, and the lighting of the laboratory is adequate for even the darker days, or the evening work.

THE PHYSICAL LABORATORY and the Physics Storeroom are situated on the west side of the first floor of Science Hall. The laboratory is fitted with gas and water, and with arrangements for darkening for the study of optical phenomena. Apparatus and materials needed by the students for experimentation and measurements are kept in cabinets in the laboratory and in the storeroom which is immediately adjacent to it. The laboratory can accommodate about twenty-five students working at one time. In the Departmental Library are to be found quite a number of volumes, including various text-books and laboratory manuals, and books and pamphlets on various phases of the subject and its application, and also some periodicals.

THE MUSEUM occupies the third floor of Science Hall.

The collections are chiefly zoological, geological and objects of ethnological and historic interest. Many of the specimens were received from the Smithsonian Institution, while other important collections represent the work of members of the faculty and student body, or were donated by friends of the College.

The zoological collections contain numerous marine fish and invertebrates, mounted birds and mammals, a collection of insects, and other specimens which are a valuable adjunct to the laboratory equipment. Of the collections which deserve especial notice are a fine series of birds' eggs, chiefly local, and a good working concological collection.

The geological collections include a good working series of minerals and rock forms, and materials for the study of dynamical and structural geology. The common Devonian and Silurian fossils of Iowa are well represented. There is also a valuable series of fossil plants from the carboniferous of Pennsylvania.

Besides a series of casts of North American Indian implements the anthropological collections deserving mention are a series of specimens from New Mexico donated by Dr. A. E. Bennett, and a collection of domestic utensils, fabrics, wearing apparel, musical instruments and weapons of warfare from the Philippine Islands. This last collections is the gift of the Rev. Ernest S. Lyon

GYMNASIUM AND ATHLETICS

The purpose of this department is to cultivate in the student a sound and strong physique—one that will serve as a physical foundation for a vigorous and useful life.

It offers the student the use of a gymnasium erected by the Young Men's Christian Association.

All students are advised to spend two hours each week in the gymnasium. The United States army "setting up" exercises or gymnastics, are offered in class work.

In order to facilitate class work two divisions are maintained—divisions A and B,—also two companies, A and B,

which are drilled in the United States Infantry movements. These divisions compete annually in competitive setting up drill—United States Infantry company movements—and inter-division games, thus promoting a healthy athletic interest and rivalry.

The military exercises and drill afford excellent physical training. Military discipline moreover fosters respect for authority and fidelity in the execution of orders and is, therefore, of distinct advantage to the student.

In addition to the class drill as much individual assistance as possible is given. Particular attention is paid to the acquiring of good presence and erect poise.

Superior work is also done in basket ball, and excellent teams are maintained.

The outdoor work consists of football, baseball and field- and track athletics.

The southeast quarter of the campus has been set apart for this purpose, and the one-fourth mile track and athletic grounds are in prime condition.

The control of athletics is vested in a Board composed of four College classes, and a resident Alumnus of the College. The Board is incorporated and holds regular monthly meetings. It is thoroughly awake to the great benefits of athletics, as it is also to the tendency toward "professionalism," and, while it strives to maintain a healthy and lively interest in physical training, it guards against the attendant evils.

In the spring of 1911 the student body petitioned the Board of Trustees to collect through the registrar's office at the opening of each semester an athletic-fee from every student to be used for the support of athletics. They voluntarily agreed to make that fee \$5.00 for the year 1910-11 and have asked that the same fee be collected for the year 1911-12. At the meeting of the Board of Trustees in June the petition of the students was granted and the registrar instructed to collect the student activity fee of \$2.50 each semester which would give free

entrance to every student to all athletic contests and to all inter-collegiate debates.

BOARD OF ATHLETIC CONTROL.

Professor J. S. McIntosh, chairman; Earl Manuel, secretary; Julius H. Herwig, treasurer; Professor A. D. Schuessler, J. E. Dorman, James J. Shade, Hadwin McCann.

OFFICERS OF ATHLETIC TEAMS.

J. E. Dorman, general manager; B. H. Miller, captain basket ball team; Ross N. Young, captain of foot ball team; Guy Newcomer, captain baseball team.

RELIGIOUS CULTURE

The College was founded by Christian men,—men who believed that the highest development of the mind can be secured only under the elevating influence of the Bible, and that real success in life cannot be reached apart from an unwavering loyalty to the great principles of Christianity. Throughout fifty years the College has been true to the ideal of her founders. It is under the patronage of the Upper Iowa Conference of the Methodist Episcopal Church. While it is, in this respect, denominational, it is in no sense sectarian.

A Devotional Service is conducted daily except Monday, in the College Chapel, at which all the students are expected to be present. On Sunday they are expected to attend one service at one of the churches in town.

A Vesper Service is held every Tuesday evening, conducted by the President, or, in his absence, by some member of the Faculty.

A Convocation Service is held at regular intervals during the Academic year, at which the President or some prominent minister preaches to the entire Academic body. For the dates

of the Convocation Services for the present year consult the calendar on pages 3 to 6.

There are in the College two Christian Associations, one composed of young men, the other of young women. These associations are strong factors in the religious activity of the students. Each holds a weekly prayer service.

The Young Women's Christian Association meets on Saturday evening, and the Young Men's Christian Association on Sunday afternoon. During the past year the college classes voted to hold a class prayer meeting once a month.

During all its history the College has exerted a potent religious influence, so that very few have been graduated who have not been earnest Christians.

GOVERNMENT

The authorities of the College desire to encourage the spirit of self-government among the students, and all organizations tending to foster this spirit among them, such as the Literary Societies, the Young Men's and Young Women's Christian Associations, and kindred organizations, receive the personal encouragement of the Faculty. It is our aim to secure as far as possible such conditions of life as shall tend most to contribute to the physical, intellectual, moral, and spiritual development of the students.

All final authority rests with the Faculty. The conduct of the students, places of residence, contests, entertainments, social engagements, publications, and forms of organization are all under the supervision of the Faculty.

Printed copies of the stated customs of the College body, forms of our organized life, and methods of procedure will be furnished students at the opening of the College year or sent upon request.

STUDENTS' ORGANIZATIONS

THE YOUNG MEN'S CHRISTIAN ASSOCIATION holds a regular devotional meeting each Sunday afternoon. It is the earnest desire of the Association to arouse its members to a higher standard of Christian experience and to incite the unsaved to become Christians. It also has special classes organized for Bible and missionary study under efficient teachers. The motto of the Association, "Spirit, Mind and Body," is also carried out by means of classes in the gymnasium. Young men coming to the College for the first time will receive a cordial welcome from the members of the Association. Committees wearing the badge of the Association meet all trains and stages at the opening of each term, and will be pleased to furnish any information or help that may be desired.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION, whose object is the development of Christian character in its members and the prosecution of Christian work, principally among the young women of the College, was organized in Upper Iowa University in September, 1885. Since that time the Association work has been carried on by strong Christian young women, who have grown to appreciate the responsibility and at the same time the possibilities of the Christian element in College life. The regular devotional meeting is held on Saturday evening. This is led by young women of the Association and is a great source of strength and inspiration. Bible study, one of the most important phases of Association work, is carried on with success. Scarcely less important than Bible study is the missionary work which is zealously pushed forward by the combined effort and co-operation of the two Christian Associations. The Associations are supporting a native pastor in India and aiding a Japanese alumnus of the College in his further preparation for teaching God's Word in his native land. At least once each term a reception for the young women of the College is held, besides a general reception which is held in the library. It is the aim of the Association to reach every young woman who

enters the College, and through the years of temptation, to help her to follow safely the path which leads to God.

LITERARY SOCIETIES. The students in the College of Liberal Arts are organized into four Literary Societies,—The Philomathean, organized in 1857, and the Zethegathean, organized in 1861, for young men; and the Aonia, organized in 1857, and the Zeta Alpha, organized in 1883, for young women. These societies occupy handsomely furnished halls in the David B. Henderson Library Building. The purpose of these societies is to produce skill in parliamentary law, debate, writing, oratory, and other literary work.

DEBATES. A prominent feature of the life in the College is the attention which students give to debates. Frequent contests take place in the literary societies. The great public contest of the year is a debate between the literary societies, held upon the first Friday evening of December, for the Sam S. Wright prize. (See page 89). A compact has been entered into with Des Moines College and Iowa Wesleyan, in accordance with which three inter-collegiate debates are held upon the same evening and upon the same subject; one at Morning-side, one at Simpson and one at Upper Iowa. These three debates call for at least eight good men.

BIOLOGICAL CLUB. The Upper Iowa Biological Club, which organized in January, 1909, by the members of the advanced classes in Botany and Zoology, is composed of students in the various classes in Biology. Regular meetings are held during the Academic year for the presentation of papers and the discussion of the progress in this field of science.

THE COLLEGIAN, established in 1883, a monthly magazine, is our College student publication.

PRIZES

THE SARAH HOUGHTON FAWCETT PRIZE of Fifty Dollars, founded by the late Rev. William Fawcett, D. D., in memory of his deceased wife, Mrs. Sarah Houghton Fawcett, is

awarded annually for the best English oration, matter, style and delivery being taken into account. The orations are limited to two thousand words and must be submitted to the Professor of English on or before May 1st. The contest is held on Wednesday afternoon of Commencement week. This prize is open to students of the Senior and Junior classes who are candidates for degrees, and no successful contestant can become a second time a competitor. Mr. F. P. Walker won the prize in 1911.

THE SAM S. WRIGHT PRIZE. This prize of Twenty-five Dollars is given by the Honorable Sam S. Wright, '86, to the society that excels in debate. Three contestants are selected by the Zethegathean and three by the Philomathean Society. One set of contestants has choice of question and the other of sides. The debate is held on the first Friday evening of December. The question for debate in 1911 was: "Resolved, that the federal government should own and operate all railroads doing an interstate business; it being conceded that the government could buy them on a fair business basis." The debate was won by the affirmative,—the Zethegathean Society.

THE MRS LEVI FULLER PRIZE. The Hon. Levi Fuller, M. D., deceased, for many years the honored President of the Board of Trustees, established in memory of his beloved wife, an annual prize of Fifty Dollars for excellence in oratory. Mr. Edward T. Gough was the winner of the prize of 1911. The winner of this contest represents the College in the annual State Oratorical Contest the ensuing year.

THE JONATHAN P. DOLLIVER PRIZE. Senator and Mrs. J. P. Dolliver established a prize of Fifty Dollars for excellence in Scholarship. At the death of Senator Dolliver Mrs. Dolliver asked that she be permitted to continue this prize. The prize is awarded at each Commencement to the member of the graduating class who has made the highest average grades in scholarship during the four years of the college course. In the class of 1911 the prize was awarded to Mr. L. W. Sampson.

THE JOSEPH F. CASS SCHOLARSHIP PRIZE. Mr. Joseph F.

Cass has established a Scholarship Prize open to all students of the College of Liberal Arts. It is the purpose of Mr. Cass to aid the winner of this prize by providing a trip of educational value. The prize covers railway fare to some point of exceptional interest and \$5.00 a day for expenses during the trip. Last year the prize was won by Ross N. Young and consisted of a trip to the Yellowstone National Park. The trip for the ensuing year has not yet been determined.

THE JOHN ANDREW HOLMES PRIZE. The Rev. John A. Holmes, '59, has established a prize of Fifty Dollars for excellence in training leading to good citizenship. This contest is open to all students of the College of Liberal Arts. This contest is to take place before the fall elections.

DECLAMATION PRIZES are awarded to members of the Academy who excel in Declamation. The contest is held at the close of the fall semester.

SUGGESTIONS TO NEW STUDENTS

1. Students living on the main line of the Chicago, Milwaukee & St. Paul Railway in Iowa come direct to Fayette from either the north or south. Those living on the "Volga Branch" of this same road should drive from Lima, five miles east of Fayette. Randalia, on the Chicago, Rock Island and Pacific Railway, five miles to the west, runs a stage line to Fayette. All who come by the Illinois Central should change at Delaware, or at Manchester, and again at Oneida Junction, while those living on the Chicago Great Western Railway may change either at Oneida Junction or at New Hampton.

2. A student coming from another college should bring a letter of honorable dismissal. The College aims to maintain a high standard of conduct for the good of all its students. In order to protect those committed to its care, it promptly withdraws its privileges from students who refuse to conduct themselves as honorable men and women, or who disgrace the cus-

toms prevailing or the regulations announced from time to time as essential to the well-being of all.

3. Each student should bring his certificate of scholarship. The standard of admission to College is uniform throughout the State. Graduates from High Schools or Academies, whether such schools be fully or partially accredited, may obtain a blank on which the principal of the school will make a record of all work done. The text-book used, the number of terms or semesters studied, the number of hours per week and the grade will be given. These blanks may be obtained from the President or the Registrar by writing a request for them. These certificates are accepted in lieu of examination in all work to which they certify. New students should not fail to bring this certificate, as it will save much time and trouble.

4. Members of the Reception Committee of the Young Men's and Young Women's Christian Associations will meet all trains and stages during the opening days of the Fall term to greet new students and look after their welfare. Rely on them for any needed information. Call on them and make their hall your headquarters until you are settled.

5. During the week in which the term opens, the President's office, in the David B. Henderson Library Building, will be open from 9 A. M. to 12 M. and from 1 to 5 P. M. Every new student should go first to the President's office and secure the matriculation card. He should then pass to the Registration Committee where his credits will be canvassed and work assigned. He will then pass to the Treasurer and pay his tuition fee, thence to the Secretary, who will assign him to a seat in the Chapel; whereupon he is admitted to all the privileges of the College.

EXPENSES

An education can be secured here at about one-half what it costs at many colleges. How to bring the expenses within the reach of most young men and women has been seriously

considered by those in charge of the material interests of the College. The dining hall system has been in successful operation for years. This hall is under the management of a local board and is run on strict business principles. The dining-room furnishes good, wholesome food at \$2.50 per week. Many of the students take their meals at this hall. There are many dining rooms in town where board can be had for from \$1.50 to \$3.00 per week. Private homes and cottages, eighteen of them within five hundred feet, where students may obtain rooms, are near to the college dining-hall. The rooms, usually heated by furnace, furnished throughout, kept heated and lighted, sheets and towels washed, cost each of two occupants from 75c to \$1.25 per week. Rooms without heat and light cost each occupant about 50c per week. Board and room, everything furnished, cost from \$2.25 to \$4.00 per week. Students may rent rooms, and board themselves for \$1.00 per week.

SOUTH HALL

South Hall, conveniently situated on the campus, furnishes pleasant accommodations for about forty young women. The building is steam heated and is lighted by electricity, and is provided with a bath room with hot and cold water and other modern conveniences.

Each room is 12 x 14 with closet 3 x 7, and provided with bedstead, wire mattress, commode, table, chairs, carpet, toilet set, pillows, pillow cases, sheets and spread. Each young woman should provide one blanket, one comforter, napkins and napkin ring, towels, and bring such other articles as taste may dictate.

The rent for rooms at South Hall on second floor is \$15.00 to \$17.00 for each semester, on third floor \$10.00 to \$13.00 for each semester for each occupant when two persons occupy the room. Steam heat for each room is \$5.00 for each semester for each occupant. Students desiring electric lights will be

charged 50c per month for each light and furnish their own bulbs.

No room is rented for less than a semester. Rooms will be regarded as engaged and held for young women only upon a payment of a deposit of \$5.00. Those persons engaging first will have choice of rooms. Any damage to furniture must be paid by occupants of room. Young men and women rooming in private families may take meals in South Hall.

TUITION AND FEES

COLLEGE, ACADEMY, AND SCHOOL OF EDUCATION.

Tuition and Incidental Fee—College; each semester.....	\$25.00
Tuition and Incidental Fee—Academy; each semester..	18.00
Tuition and Incidental Fee—Normal; each semester....	18.00

SPECIAL

	Each Semester
Laboratory Fee—College Chemistry	\$ 6.00
Laboratory Fee—College Physics	3.00
Laboratory Fee—College Biology	1.50
Laboratory Fee—Geology	1.50
Laboratory Fee—Psychology	1.50
Laboratory Fee—Academy Physics	2.00
Laboratory Fee—Academy Biology and Botany	1.50
Student Activity Fee for Athletic and Literary Contests.	2.50
Fee at Graduation	5.00
Fee for Master's Degree	10.00

MUSIC

Piano, Organ, Voice and Violin, two private lessons a week; each semester	\$27.50
Piano, Organ, Voice and Violin, two private lessons a week; each half semester	14.00

Piano, Organ, Voice and Violin, one private lesson a week; each semester	15.00
Piano, Organ, Voice and Violin, one private lesson a week; each half semester	8.00
Harmony, History and Theory, class lessons, weekly; each semester	8.00
Chorus, Vocal Drill; each semester	2.50
Rent of Piano per semester, one hour daily	3.00

ORATORY

(Private Instruction.)

Instructions in all regular courses given in this department including one private lesson	\$25.00
(See schedule for each semester's work)	
Single private lesson, each (40 minutes)	1.00
One each week during each semester (one hour)	18 00
Two each week during each semester (two hours)	35.00

(Class Lessons.)

Two hours each week during each semester	\$ 5.00
One hour each week during each semester	3.00

ART

Painting in China, Water Colors, Oil, Pastel.

One lesson a week, each semester	\$ 9.00
Two lessons a week, each semester	18.00
Length of Lesson—Three hours.	
Private Lessons 50c an hour.	

DRAWING

One lesson a week, each semester	\$ 4.00
Two lessons a week, each semester	9.00
Length of Lesson—Three hours.	

COMMERCE

Send for special *Bulletin* for statement of Commercial Courses and Fees.

Full course in Business School, six months	\$36.00
Full course in Shorthand and Typewriting, six months..	36.00
Combined course, nine months	60.00

A registration fee of \$1.00 per semester will be charged each student, but this will be remitted to all who register before the close of the second day of the term.

A library fee of 75 cents per semester is charged each student and a gymnasium fee of \$1.50 per semester is charged each young man.

A charge of \$1.00 will be made for special examinations

Students carrying as much as twelve hours in the College, or in the Academy or School of Education, will be charged full tuition. Students carrying less than the above amount will be charged at the rate of \$2.00 per hour in the College, or \$1.50 per hour in the Academy or School of Education.

Students desiring to take more than regular work will be charged for the same at the rate of \$2.00 per hour for a study in the College, and \$1.50 per hour in the Academy.

Students in the School of Education pursuing College courses will be charged College tuition.

When students register before the middle of a semester they shall pay in full the usual charges. If they enter at or after the middle of the semester they shall pay one-half.

When students leave College before the middle of a semester, one-half the tuition, etc., shall be refunded. In case of temporary absence and subsequent return, although the absence be for more than half a semester, no such rebate shall be granted.

Ordained ministers and deaconesses, and children of ordained ministers are granted half rates on regular College and Academy and School of Education tuition and incidental fees.

SCHOLARSHIPS

The following scholarships, endowed with \$1,000 each, have been established for the purpose of educating worthy young men and women:

The George H. and Lavinia C. Garrison Scholarship, established by the persons named.

The Mrs. S. J. Lormer Scholarship, established by the person named.

Trustees' Scholarships. Sixteen honor scholarships are provided by the Board of Trustees, to be granted to honor graduates of high schools in Iowa.

ESTIMATED EXPENSES

Tuition and Incidental Fees	\$18.00 to \$25.00
Unfurnished room and self-board	27.00 to 36.00
Furnished room for two persons, each occupant	8.00 to 18.00
Board in halls and private families	36.00 to 45.00
Text-books	3.00 to 10.00
Laundry	5.00 to 12.00
<hr/>	
Total expenses per semester	\$53.00 to \$110.00

Degrees and Diplomas

Bachelor of Arts

Florence Agusta Adams Adams	Waucoma
Chester Allen Baker	Farley
Ada Belle Buhlman	Fayette
Inez Lang Chapman	Fayette
Norma Grover Dobson	Nora Springs
Ottilia W. Dueker	Cameron, Mo.
Bess Eloise Fleming	Marshalltown
Fred Oscar Flenniken	Edgewood
Alonzo Harvey	Ossian
Claude Melville Holmes	Randalia
Arthur Earl Kernahan	Fayette
Minnie Laura Laxson	Earlville
Cora Linn	Sumner
John McCracken	Fredericksburg
Albert McSweeny	Westgate
Ethel Vera Norton	Fayette
Grace Mildred Platt	Fayette
Duane B. Rosenkrans	Edgewood
Luman West Sampson	Fayette
Alma Schildbach	Sumner
Ruth Geraldine Walker	Fayette
Ella Maude Wheeler	Edgewood
John Arthur Young	Fayette

Bachelor of Science

Mary Frances Stamford	Fayette
-----------------------	---------

Diplomas

The School of Education

Harry James Thompson	New Hampton
Agnes Howard Hoyt	Decorah
Rena Edith Benton	Fayette
Cora Mary Rueggemier	Waukon

Beulah Gertrude Hartford	New York City
Mary Gertrude Farrell	Lawler
Kathleen M. Hanna	Ruthven
Goldie Mabel Dowd	Ossian
Anna Louise Meder	Clayton
Charley Oakley Lewis	Lima
Bertha Mae Mershon	Fayette
Cora Cecilia Krogh	Northwood
Guy Harold Dunn	Earlville
Ella Geneva Mason	Monana
Clarence Leonard Manke	McGregor
Erich C. R. Jordan	New Albin
Dora Marie Kaiser	Fayette
Grace D. Lavelly	Crookston, Minn.
Mae Edith Mitchell	Cresco
Noma D. Potter	Sheldon

The School of Music

Gwendolyn Ayer	Arlington
Grace C. Brinacombe	Stanley
Kathleen M. Hanna	Ruthven
Bessie Electa Jennings	Wadena
Mae Edith Mitchell	Cresco
Clara Taylor Penney	Stacyville

Honorary Degrees

Doctor of Divinity

William Green Crowder	Fred Norris Willis
Jesse Roland Caffyn	

Doctor of Law

J. Frank Hanley

The Alumni

THE GENERAL ASSOCIATION

F. E. FINCH, B. S., '94	President
N. F. NORTON, B. S., M. S., PH. D., '82	Vice-President
MRS. J. D. PARKER, B. L., M. L., '90	Recording Secretary
CORA B. BEACH, B. S., '95	Corresponding Secretary
J. W. DICKMAN, A. M., Sc. D., '88	Treasurer
LEO C. STONE, B. S., '03	Director
<i>Term expires 1912.</i>	
O. W. STEVENSON, PH. B., LL. B., '01	Director
<i>Term expires 1913.</i>	
F. F. BAKER, PH. B., '93	Director
<i>Term expires 1914.</i>	

THE CHICAGO ASSOCIATION

JAMES B. McFATRICH, A. M., M. D., '83	President
HENRY F. KLING, A. M., Sc. D., '83	Secretary

THE MINNEAPOLIS-ST. PAUL ASSOCIATION.

DR. ALICE SIMPSON, 815 6th St., S. E. Minneapolis	President
MRS. EFFIE G. ENCHES, 3824 Park Ave., Minneapolis	Vice-President
GEORGE A. NICHOLS, 106 1st Ave. South, Minneapolis	Secretary

THE FAYETTE ASSOCIATION.

OLIVER W. STEVENSON, PH. B., LL. B., '01	President
L. LEVERNE COLE, A. B., '96	Secretary

Ladies' Professorship Association

MRS. JOHN W. DICKMAN	President
MRS. W. C. DENNISTON	First Vice-President
MRS. GEORGE E. COMSTOCK	Second Vice-President
MRS. CHARLES P. ESTEY	Recording Secretary
MRS. W. A. HOYT	Corresponding Secretary
MRS. B. F. SIMONSON	Treasurer

MEMBERS.

(In order of seniority of membership.)

Mrs. J. W. Bissell; Mrs. A. M. Strong; Mrs. J. E. Robertson;

Mrs. J. C. Magee; Mrs. A. J. Duncan, M. D.; Mrs. W. A. Hoyt; Mrs. H. Sweet; Mrs. J. E. Budd; Mrs. H. E. Hurd; Mrs. J. L. Paine; Mrs. R. J. Miller; Mrs. G. Whitley; Mrs. J. H. Boyce; Mrs. W. F. Boyce; Mrs. William Larrabee; *Mrs. G. P. Scobey; Mrs. T. E. Fleming; Mrs. W. W. Peebles; Mrs. C. P. Estey; Mrs. L. C. Dudley; Mrs. J. W. McLean; Mrs. J. W. Dickman; Mrs. J. D. Parker; Mrs. W. B. Stevenson; Mrs. J. O. Hoover; *Mrs. S. B. Finney; Mrs. John Gammons; Mrs. P. H. Alderson; Mrs. G. P. Benton; Mrs. J. E. Boyce; Mrs. Mary Carpenter; Mrs. W. N. Clothier; Mrs. W. C. Denniston; Miss Helen Jones; Mrs. F. L. Montgomery; Mrs. J. B. Wyatt; Miss Elizabeth Claxton; Mrs. G. E. Comstock; Mrs. L. S. Forbes; Mrs. A. J. Hensley; Miss May Jones; Mrs. W. H. Stone; Mrs. Finley Smith; Mrs. A. E. Bennett; Mrs. H. F. Beyer; Mrs. E. G. Cattermole; Mrs. J. P. Dolliver; Mrs. F. A. Hoyt; Mrs. H. M. Maltbie; Mrs. F. X. Miller; Mrs. C. D. Neff; Mrs. G. A. Oliver; Mrs. B. F. Simonson; Mrs. J. E. Wagner; Mrs. Charles Webster; Mrs. J. W. Winston; Mrs. P. R. Woods; Mrs. F. G. Young; Mrs. G. S. Beane; Mrs. H. A. Bender; Mrs. J. H. Budd; Mrs. James Graham; Mrs. W. C. Hilmer; Mrs. J. S. McIntosh; Mrs. T. D. Peterman; Mrs. Vida Smith Brown; Mrs. Q. C. Babcock; Mrs. E. V. Claypool; Mrs. William Dickman; Mrs. G. C. Fort; Mrs. A. E. Whitney; Mrs. W. A. Shanklin; Mrs. O. C. Cole; Mrs. W. H. Smith; Mrs. John Dorman; Mrs. J. E. Moore; Mrs. F. S. Walker; Mrs. E. B. Scobey; Mrs. Charlotte Horner; Mrs. F. J. Ressler; Mrs. Dean Sweet; Mrs. C. R. Carpenter; Miss Charlotte H. Davis; Mrs. W. H. Klemme; Mrs. F. H. Sanderson; Mrs. Locke Arnold Shanklin; Miss Mary Arnold Shanklin; Mrs. J. R. Caffyn; Mrs. James Claxton; Mrs. N. F. Norton; Mrs. Austin Fox; Mrs. Minnie Shade; Mrs. S. S. Wright; Mrs. B. F. Adams; Miss Jessica E. Magee; Mrs. P. N. Dwello; Miss Adeline Graham; Mrs. Cecella Elwick; Mrs. Ursula Robinson; Mrs. Myra Carrothers; Mrs. L. H. Turner; Mrs. Julia Cary; Mrs. Mary E. Watson; Mrs. Mary Klemme Ferguson; Mrs. Gilbert Finch; Mrs. C. A. Douglas; Mrs. M. A. Pooler; Mrs. J. F. Cass; Mrs. T. H. Temple; Mrs. John Doughty; Mrs. Marjory McCrimmon; Mrs. Inez M. West; Mrs. E. A. Crawford; Mrs. R. E. Farrand; Mrs. C. C. Dickman; Mrs. H. W. Dickman; Mrs. R. V. Porter; Mrs. Hattie Robbins; Miss Mary Foxwell; Mrs. A. B. Reif; Mrs. T. J. Durant; Mrs. F. H. Hill; Mrs. J. D. Perry; Mrs. Sarah Richards; Miss Mary Hatch; Mrs. B. W. Soper; Mrs. B. Dubbert; Mrs. T. J. B. Robinson; Mrs. Lois Magee Snider; Mrs. W. G. Crowder; Mrs. Jennie Elghmey; Mrs. P. H. Anderson; Mrs. C. E. Smith; Mrs. J. B. Bird; Mrs. E. A. Welden; Mrs. Lucy Wingate; Mrs. Margaret C. Carter; Mrs. Della Maltby; Mrs. Ada Reed; Mrs. F. E. Nash; Mrs. Martha Comstock; Mrs. E. D. Hull; Mrs. J. E. Johnson; Mrs.

G. H. Kennedy; Mrs. Sarah P. Bailey; Mrs. Lillian McCook; Mrs. Ida E. Ellison; Mrs. Marion Delop; Mrs. Etta Nourse; Mrs. G. O. Clapham; Mrs. Mabel M. Smith; Mrs. F. P. Fox; Mrs. Nettie M. Wesp; *Mrs. Della Herrick; Mrs. Eva Moldenhauer; Mrs. Charles Burmaster; Mrs. E. A. Meyers; Mrs. Bessie A. Bellows; Miss Mary C. Anderson; Mrs. F. E. Wager; Mrs. Robert Duncan; Mrs. William Galbreth; Mrs. F. P. Shaffer; Mrs. W. C. Gardner; Mrs. John Ellison; Mrs. Mary Russell; Mrs. J. C. Erb; Mrs. A. E. Conrad; Mrs. Hattie Piper; Mrs. L. N. Greene; Mrs. Chas. Hausner; Mrs. Ada L. Folks; Mrs. Julia Conklin; Mrs. E. A. Lang; Mrs. Thomas Gates; Mrs. N. J. Ashbaugh; Mrs. S. A. Sylvester; Mrs. A. W. Smith; Mrs. H. W. Troy; Mrs. Grace M. Cook; Miss Alexandra J. Duncan; Mrs. S. B. Lattner; Mrs. H. F. Arnold; Miss M. M. Tutt; Mrs. Belle B. McGoon; Mrs. W. H. Beacom; Mrs. Ida M. Gutches; Mrs. Elizabeth Roberts; Mrs. Charles F. Pye; Mrs. A. T. Nierling; Miss Louie E. Smith; Mrs. Flora K. Burling; Miss Hattie McCarthy; Mrs. A. H. Thompson; Mrs. James Davis; Mrs. Anna Young; Miss Lucy Parker; Mrs. A. M. Doughty; Mrs. J. E. Kernahan; Mrs. Martha A. Elpaic; Mrs. John W. Shirley; Mrs. A. L. Evans; Mrs. R. F. Shirley; Mrs. H. S. Patterson; Mrs. C. Downing; Mrs. Isaac Cunningham; Mrs. Margaret E. Herwig; Mrs. M. E. Geiser; Mrs. Adam Shafer; Mrs. Guy West Wilson; Mrs. George Rathbun; Mrs. D. C. Rathbun; Mrs. Emma Patterson; Mrs. Kate A. Hall; Mrs. D. W. Chittenden; Miss Carrie Albee; Mrs. Hugh Scott; Mrs. George Beacom; Miss Vina Ashbaugh; Mrs. Emma Cray Sherwood; Mrs. Mattie E. Smith; Mrs. Marion G. Morehouse; Mrs. M. K. Culver; Mrs. J. M. Dorman; Mrs. Nettie Adams; Mrs. Allie B. Stone; Mrs. Leola G. Tracy; Mrs. Nora Graf; Mrs. Elma D. Holbert; Mrs. Gertrude Graves Cole; Mrs. Mary O. Dennis; Mrs. Anna T. Holm; Mrs. John K. Jackson; Mrs. C. L. Pooler; Mrs. Ethel Wayman; Mrs. J. L. Zoller; Miss Minnie A. Reed; Mrs. Fannie Parker Himes; Mrs. C. S. Tireman; Mrs. Myrta C. Burdick; Miss Mary E. Grow; Mrs. Myra Bindenberger; Mrs. M. A. Cassidy; Mrs. W. B. Davis; Mrs. P. S. Banning; Mrs. H. J. Baker; Mrs. M. E. Taylor; Mrs. Emma R. Colgrove; Mrs. M. E. Twitchell; Mrs. Mary G. Hoyt; Mrs. Ida M. Snowden; Mrs. L. J. Ayer; Mrs. C. A. Moody; Mrs. Charles M. Stuart; Mrs. D. M. Parker; Mrs. W. K. Humphrey; Mrs. R. W. Cooper; Mrs. E. O. Heuse; Mrs. Frank J. Davis.

*Deceased during the year.

Accredited Schools

Below is printed the list of High Schools whose work is accredited by the Committee on Secondary School Relations.

Graduates of these High Schools may be classed as unconditional Freshmen upon the presentation of the proper certificate showing the completion of not less than thirty semester credits in studies acceptable to the College.

Graduates lacking one or two of the required semester credits may be classed as conditioned Freshmen at the opening of the College year, the condition to be made up as soon as possible after entrance. No one can be admitted to the Freshmen class with less than twenty-eight semester credits.

Ackley	Bloomfield	Clinton
Afton	Boone	Colfax
Adair	Brighton	Columbus Junction
Adel	Britt	Conrad
Agency	Brooklyn	Coon Rapids
Albia	Buffalo Center	Corning
Alden	Burlington	Correctionville
Algona	Calmar	Corydon
Allerton	Carroll	Council Bluffs
Alta	Castana	Cresco
Alton	Cedar Falls	Creston
Ames	Cedar Rapids	Dallas Center
Anamosa	Centerville	Danbury
Anita	Chariton	Davenport
Atlantic	Charles City	Denmark
Audubon	Charter Oak	Decorah
Avoca	Cherokee	Denison
Battle Creek	Cherokee	Des Moines, East
Bayard	Clarinda	Des Moines, North
Bedford	Clarence	Des Moines, West
Belle Plaine	Clearfield	Dewitt
Bellevue	Clarion	Dexter
Belmond	Clear Lake	Dubuque

Dows	Ida Grove	Montezuma
Dunlap	Independence	Monticello
Dysart	Indianola	Morning Sun
Eagle Grove	Inwood	Moulton
Earlham	Iowa City	Mount Ayr
Eldon	Iowa City	Mount Pleasant
Eldora	Iowa Falls	Mount Vernon
Elkader	Jefferson	Muscatine
Emerson	Keokuk	Nashua
Emmetsburg	Keosauqua	Neola
Essex	Keota	Nevada
Estherville	Kingsley	New Hampton
Exira	Knoxville	New London
Fairfield	Lake City	New Sharon
Farmington	Lake Mills	Newton
Farragut	Lake Park	Nora Springs
Fayette	Lamoni	North English
Fonda	Laporte	Northwood
Fontanelle	Lansing	Oakland
Forest City	Lehigh	Odebolt
Fort Dodge	Le Mars	Oelwein
Fort Madison	Lenox	Ogden
Galva	Leon	Onawa
Garden Grove	Lisbon	Orange City
Garner	Livermore	Osage
Glenwood	Logan	Osceola
Glidden	Lyons	Oskaloosa
Goldfield	Malvern	Ottumwa
Greene	Manchester	Parkersburg
Greenfield	Manilla	Paullina
Griswold	Manning	Pella
Grinnell	Manson	Perry
Grundy Center	Maquoketa	Pocahontas
Guthrie Center	Mapleton	Pomeroy
Guthrie Co., Panora	Marcus	Postville
Gutenberg	Marengo	Prairie City
Hamburg	Marion	Primghar
Hampton	Marshalltown	Randolph
Harlan	Mason City	Red Oak
Hartley	McGregor	Reinbeck
Hawarden	Mechanicsville	Rockford
Holstein	Mediapolis	Rockwell City
Hubbard	Missouri Valley	Rock Rapids
Humboldt	Monroe	Rock Valley

Rolfe	Spirit Lake	Washington
Sabula	Springville	Waterloo, East
Sac City	Stanwood	Waterloo, West
Sanborn	State Center	Waukon
Schaller	Storm Lake	Waverly
Seymour	Stuart	Webster City
Shelby	Story City	West Bend K
Sheldon	Sutherland	West Branch
Shell Rock	Tabor	West Liberty
Shenandoah	Tama City	West Side
Sibley	Tipton	West Union
Sidney	Toledo	What Cheer
Sigourney	Traer	Whiting
Sioux Center	Valley Junction	Wilton
Sioux City	Villisca	Williamsburg
Sioux Rapids	Vinton	Winfield
Sloan	Walnut	Winterset
Spencer	Wapello	

FULLY ACCREDITED PRIVATE SCHOOLS AND ACADEMIES.

Cathedral School, Sioux City	St. Agatha's Seminary, Iowa City.
Cedar Valley Seminary, Osage	St. Frances Academy, Council Bluffs.
Charles City College Academy, Charles City.	St. Joseph's Academy.
Denison Normal School, Denison.	St. Mary's High School, Iowa City.
Epworth Seminary, Epworth.	Washington Academy, Washington.
Howe's Academy, Mt. Pleasant.	Whittier College, Salem.
Iowa City Academy, Iowa City.	Woodbine Normal School, Woodbine.
Jewell Lutheran College, Jewell.	St. Katherine's School, Davenport.
Mt. St. Joseph's Academy, Dubuque.	Tilford Academy, Vinton.
Nora Springs Seminary, Nora Springs.	Waldorf College, Forest City.
Northwestern Classical Academy, Orange City.	
Sac City Institute, Sac City.	

UNIFORM ADMISSION BLANKS.

The Standard Colleges of Iowa issue admission blanks for recording the credits of graduates from Accredited High Schools. These blanks may be obtained by writing to the President. Students coming from the High School should have these certificates properly filled out and signed by the Principal of the High School. This will admit the candidate without examination on all work to which it certifies.

Register of Students

In Attendance Between June 19, 1911 and June 13, 1912

COLLEGE OF LIBERAL ARTS.

SENIORS.

Albright, William Thomas	Fayette
Baker, Lulu Gertrude	Farley
Belknap, Ruel Kendall	Fayette
Dorman, Frankie Mildred	Fayette
Felter, Oliver Jay	Fayette
Fiestter, Harold Crowder	Independence
Garrison, Eleanor	Fayette
Gough, Edward Thomas	Allison
Hausner, Claire Dickman	Oelwein
Herwig, Julius Herman	New Hampton
Hurd, Lulu Belle	Hawkeye
Jakway, Anna Laura	Aurora
Jones, Owen Leonard	Lime Springs
Kniel, Callah Verle	Elgin
Lewis, Charles Oakley	Lima
Miller, Benjamin Harrison	Fayette
Shipton, Joseph Henry	Clermont
Stevens, Maude Imogene	Appleton Minn.
Stone, Ruby Cornelia	Waucoma
Walker, Frank Perc	Fayette
Young, Ross Newman	Fayette

JUNIORS.

Baker, Harold Irwin	Farley
Bates, Robert Oliver	Independence
Benton, Rena	Fayette
Brincken, Anton	Chester
Buhlman, Lela Olive	Fayette
Claxton, Bernice Kate	Fayette
Day, Shirley Louise	Fayette

Day, Mabel Alice	Fayette
Elwood, Harriett	Elma
Fleming, Sue Van Dorne	Marshalltown
Forsman, Oscar	Kimball, S. D.
Geiser, Sam W.	Independence
Graf, Zinita Barbara	Fayette
Handke, Robert William	Kendallville
Hoyt, Agnes Howard	Decorah
Hunt, Eva Elizabeth	Fayette
Johnson, Alvena Georgia	Houston, Minn.
Jordan, Erick C.	New Albin
Kaiser, Dora Marie	Fayette
Kofske, Harry B.	Waterloo
Leach, Henry Joe	Fayette
Manke, Clarence	McGregor
Manuel, Ralph Webster	Fayette
Miller, Don	Esterbrook, Wyo.
Miller, Elsie Leanora	Fayette
Mitchell, Mae Edith	Cresco
Nafe, Mildred Whitney	Boulder, Colo.
Newcomer, Ralph Charles	Fayette
Newcomer, Guy Vernon	Fayette
Palmer, Kingsley Ray	Hawkeye
Pebler, Edwin George	Strawberry Point
Pierce, Angie Garfield	Manchester
Piper, Will A.	Fayette
Powers, Glenn C.	Fountain, Minn.
Roberts, H. G.	Hawkeye
Schafer, Hazel Laura	Fayette
Shade, James J.	Wall, Dak.
Stockman, John William	Cresco
Taylor, Hartness D.	Independence
Teeple, Bessie Adela	Waukon
Thompson, Harry	New Hampton
Wilcox, Edwin H.	Depuyer, Mont.
Younkman, Elsie	Arlington

SOPHOMORES.

Adams, William Merritt	Waucoma
Almquist, Alvin Thomas	Houston, Minn.
Anderson, Geneva Caroline	Lime Springs
Baker, Nita Elizabeth	Farley

Baskerville, Wendell	Earlville
Black, Robert Henry	Independence
Bock, Helen Gladys	New Albin
Buhlman, Anna Grace	Fayette
Cerney, Rob Roy	Manly
Cook, Claire Risley	Miles
Coolidge, Lida Beryl	Edgewood
Coolidge, Bertha Hazel	Edgewood
Cray, Joseph Bullis	Lime Springs
Dorman, Florence Mary	Fayette
Ehler, John	Aurora
Felter, Allan Gordon	Fayette
Felter, Maude Ethel	Fayette
Farrell, Gertrude	Lawler
Galbreth, William	Fayette
Graham, James Harlow	Fayette
Hall, DeEtta Arabella	Wesley
Hall, Leota Maude	Wesley
Hoyt, Harold Newman	Fayette
Jones, Milton Edward	Lime Springs
Luce, Robert	Waucoma
Manuel, Earl Walter	Fayette
Opperman, Anita Gertrude	Strawberry Point
Page, Alice Blanche	Plymouth
Probasco, Abbie	Arlington
Rabe, Will Conrad	Alta Vista
Ryan, Harry Julius	Fayette
Simpson, Charmion E.	Arlington
Smith, Grace Amelia	Fayette
Smith, Blanch	Edgewood
Sperry, Alice	Fayette
Stone, Geneva Mary	Waucoma
Swale, Albert R.	West Union
Sylvester, Olive Lynette	Maynard
Taylor, Stella Gladwin	Lamont
Ulrich, Hattie Laura	Monona
Volbrecht, Bertha	Charles City
Whitney, Hattie Jessie	Rudd

FRESHMEN.

Aitchison, Mary Anna	Cascade
Axtell, Lloyd William	Strawberry Point
Baskerville, Roberta	Earlville

Brause, Clifford Archie	Elgin
Carrothers, Chester C.	Fayette
Carter, Allen Bruce	Fayette
Caudle, Inez Jane	Fayette
Cray, Winfield	Lime Springs
Davis, Mabel .	Manchester
DeBeck, George	Aplington
Denniston, Donald William	Fayette
Dunn, Garth Grafton	Earlville
Follett, Walter Clarence	Elgin
Fults, Mary Minnie	Strawberry Point
Gerhardt, Verne A.	Aplington
Gill, Joe F.	Strawberry Point
Goocher, Maude Irene	Cresco
Graham, Bessie E.	East Dubuque, Ill.
Gratke, Samuel D.	Strawberry Point
Green, Hazel	Manchester
Halsey, Walter E.	Decorah
Handke, Mae M	Kendallville
Heiny, Albin James	Plymouth
Hendee, Marjory	Fayette
Hucker, George J.	Hopkinton
Hunt, Ivy	Earlville
Janzig, Lydia Emma	Guttenberg
Kennedy, Gail Mason	Fayette
Loomis, Ella M.	Scotch Grove
Ludwig, Lillie	Independence
Gough, Joseph Jeremiah	Allison
McCann, Hadwin	Fayette
McMillan, Glenn A.	Waukon
McSweeney, John	Westgate
Norton, Arthur Dempster	Fayette
Phillips, William Virgil	Quasqueton
Phillips, David Pollock	Quasqueton
Pierce, Barbara Ann	Manchester
Reusser, Fred	Elgin
Schwandt, Clara Marie	Rosendale, Wis.
Shaffer, Lloyd Wesley	Anamosa
Sherman, Byran George	Edgewood
Smith, Muriel B.	McGregor
Wheeler, Hazel M.	Edgewood
Wooldridge, Earl	Edgewood
Young, T. R.	Fayette

IRREGULAR COLLEGE.

Beckwith, Vera Lenore	Greeley
Graham, Susie Belle	Fayette
Grimes, Marie Ruth	Colesburg
Jack, Pearl Elizabeth	Waucoma
Mitchell, Jethro Franklin	Fayette
Miller, Pearle C.	Chicago, Ill.
Robbins, Emerald	Fayette
Tipton, Robert	Ossian

ACADEMY

Fourth Year.

Bennett, Arthur Vincent	Fayette
Fox, Lawrence K.	Maynard
Graham, Madison Young	East Dubuque, Ill.
Hill, Florence	Elkader
Hungerford, Rena Belle	Fayette
Rathbun, Katherine Louise	Fayette
Smith, Norma Pearl	Fayette
Young, Ruth Naomi	Fayette

Third Year.

Allen, Percy T.	Benton, Wis.
Andresen, Oliver Gerald	Volga
Atkinson, Henri Reuben	Sheffield
Barr, George Israel	Davenport
Cooper, Herman	Fayette
Dye, Wenonah L.	Fayette
Fox, Buell Kirk	Arlington
Hungerford, Louis Newell	Fayette
Hungerford, Laurence Dell	Fayette
Pixler, Ralph C.	Postville
Rabe, Emma	Alta Vista
Young, Sadie Lila	Nora Springs

Second Year.

Beckett, Leslie A.	McGregor
Finch, Mildred Marie	Fayette
Handke, Florence Mildred	Kendallville
Horton, Donald Lysle	Ft. Atkinson
Hoyt, Helen Josephine	Decorah

Jack, Ruby Fern	Waucoma
Roberts, Leah Olive	Fayette
Tift, Anna Laura	Westgate
Whitford, James H.	Volga City

First Year.

Baldrige, William Joseph	Strawberry Point
Eilers, Lillie Christina	Westgate
Frey, Sophia L.	Wadena
Homewood, Katherine Jane	Fayette
James, Norman Glenn	Cresco
Kiefer, Ora Viola	Hazleton
Nelson, Mildred J.	Hesper
Phillips, Mary	Quasqueton
Rutherford, Laurence Guy	Cresco
Scharff, Irving H.	Aurora
Smith, Lloyd Harrison	Garber
Stohr, Clarence D.	Oelwein
Tompkins, Alice	Lima
Whiteley, Clement Harold	Fayette
Wilson, Silas	Lima
Thiesen, Margaret	Dysart

IRREGULAR ACADEMY.

Felcher, Juaneta C.	Nashua
Gilmer, Madge Mildred	Dandalia

SCHOOL OF MUSIC.

INSTRUMENTAL.

POST GRADUATES.

Ayer, Gwendolyn Orra...Arlington	Mitchell, Mae Edith.....Cresco
----------------------------------	--------------------------------

SENIORS.

Bennett, Arthur Vincent..Fayette	Milner, Florence Lulu..Manchester
Claxton, Bernice Kate.....Fayette	Rabe, Emalyn Ida.....Alta Vista
Grag, Helene Marie.....	Shaw, Bess Rankin.....
.....Strawberry Point	.....Raton, N. Mex.
Hesner, Helene M.....Edgewood	Stone, Ruby Cornelia...Waucoma

JUNIORS.

Binger, Iva Belle.....Waucoma	Grapes, Idabelle..Strawberry Point
Chapman, Lavon Eleanor..Fayette	Howard, Juliet Elizabeth...Cresco
Combs, Alma Beulah.....Greeley	May, Lyla Beatrice....New Albin
Cooper, Hermann.....Fayette	Roberts, Leah Olive.....Fayette

THE COLLEGE

III

SUB-JUNIORS.

Allen, Martha Marie....Arlington	Larrabee, Edith Pearl..Denver, Col.
Bills, Freda .....Fayette	Larrabee, Mabel Claire.....
Carmichael, Harry Delos..Fayette	..... Denver, Colo.
Cooper, Edwin Jonas.....Fayette	Miller, Ione .....Fayette
Corbitt, Anna .....Onslow	Miner, Paul .....Fayette
Craig, Harold Sanborn...Fayette	Miner, Ruth .....Fayette
Fleming, Sue Van Dorne.....	Neff, Marie .....West Union
.....Marshalltown	Potter, George Hensley....Fayette
Goocher, Maude Irene.....Cresco	Scobey, Marion .....Fayette
Graham, Susie Belle.....Fayette	Shaffer, Lloyd W.....Anamosa
Gratke, Samuel Daniel.....	Simonson, Ruth .....Fayette
.....Strawberry Point	Smith, Muriel Belle.....Volga
Green, Hazel .....Manchester	Sweet, Helen .....Fayette
Heuse, Gertrude Harris...Fayette	Ware, Lavon .....Fayette
Heyer, Verna Lydia.....Thorpe	Wilson, Carrie .....Fayette
Hill, Angeline N.....	Young, Ross Newman....Fayette
...Yorkton, Saskatchewan, Can.	Young, Ruth Naomi.....Fayette
Hill, Marjorie .....Fayette	Younkman, Elsie .....Arlington
Janzig, Lydia Emma...Guttenberg	

PIPE ORGANS.

Bennett, Arthur Vincent...Fayette	Larrabee, Edith Pearl.....
Milner, Florence Lulu..Manchester	..... Denver, Colo.

HARMONY.

Bennett, Arthur Vincent...Fayette	Hesner, Helene M.....Edgewood
Carmichael, Harry Delos..Fayette	Hill, Angeline N.....
Chapman, Lavon Eleanor..Fayette	...Yorkton, Saskatchewan, Can.
Claxton, Bernice Kate....Fayette	Howard, Juliet Elizabeth...Cresco
Combs, Alma Beulah.....Greeley	Miller, Ione .....Fayette
Cooper, Hermann .....Fayette	Milner, Florence Lulu..Manchester
Graf, Helene Marie	Roberts, Leah Olive.....Fayette
.....Strawberry Point	Shaw, Mess Rankin..Raton, N. M.
Grapes, Idabelle..Strawberry Point	Stone, Ruby Cornelia...Waucoma

HISTORY OF MUSIC.

Allen, Martha Marie....Arlington	Hesner, Helene M.....Edgewood
Bennett, Arthur Vincent...Fayette	Hill Angeline N.....
Chapman, Lavon Eleanor..Fayette	..... Yorkton, Sasw., Can.
Claxton, Bernice Kate....Fayette	Howard, Juliet Elizabeth...Cresco
Combs, Alma Beulah.....Greeley	Miller, Ione .....Fayette
Graf, Helene Marie.....	Milner, Florence Lulu..Manchester
.....Strawberry Point	Shaw, Bess Rankin..Raton, N. M.
Grapes, Idabelle..Strawberry Point	Stone, Ruby Cornelia...Waucoma
Gratke, Samuel Daniel.....	Younkman, Elsie .....Arlington

THEORY.

Bennett, Arthur Vincent...	Fayette	Hesner, Helene M.....	Edgewood
Carmichael, Harry Delos...	Fayette	Milner, Florence Lulu...	Manchester
Claxton, Bernice Kate.....	Fayette	Shaw, Bess Rankin...	Raton, N. M.
Gratke, Samuel Daniel.....		Younkman, Elsie	Arlington
.....	Strawberry Point		

VOICE.

Carmichael, Harry Delos...	Fayette	Searles, Ruth	Fayette
Gratke, Samuel D.....		Turner, Vida Bianey.....	Fayette
.....	Strawberry Point		
Opperman, Bernice.....			
.....	Strawberry Point		

SENIORS.

Albright, William	Fayette	Larrabee, Mabel Claire.....	
Andresen, Oliver	Volga	.....	Denver, Colo.
Cerney, Rob Roy.....	Manly	Luce, Mrs. Robert.....	Waucoma
Chapman, Lavon Eleanor...	Fayette	May, Lyla B.....	New Albin
Cooper, Mary	Fayette	McClarrincen, Linnie	Arlington
Davis, Paul	Fayette	McSweeney, John	Westgate
DeBeck, George.....	Aplington	Opperman, Anita G.....	
Felter, Oliver Jay.....	Fayette	.....	Strawberry Point
Gerhardt, Verne A.....	Aplington	Parker, Hugh	Fayette
Grimes, Marie R.....	Colesburg	Pond, Zella Edith.....	Fayette
Graf, Zinita Barbara.....	Fayette	Rabe, Emma	Alta Vista
Heuse, Mrs. E. O.....	Fayette	Scharff, Edith	Aurora
Hill, Angeline N.....		Schuessler, Mrs. A. D....	Fayette
.....	Yorkton, Sask., Can.	Stone, Ruby	Waucoma
Howard, Juliet	Cresco	Taylor, Stella Gladwin...	Lamont
Hucker, George J.....	Hopkinton	Taylor, Hartness	Independence
Janzig, Lydia E.....	Guttenberg	Woolridge, Earl	Edgewood
Larrabee, Pearl Edith.	Denver, Colo.	Young, Ruth Noami.....	Fayette

VIOLIN.

Almquist, Alvin...	Houston, Minn.	Hoyt, Harold	Fayette
Beyer, Albert	Edgewood	Parker, Dorothy	Fayette
Davis, Oakley	Lima	Rathbun, Edwin	Fayette
Eaton, Earl	Randalia	Simpson, Charmion E.	Arlington
Gough, Edward	Allison	Smith, Muriel B.....	McGregor
Hockert, Wilma	Randalia	Younkman, Elsie	Arlington
Horton, Donald L..	Ft. Atkinson	Baker, Nita E.....	Farley

SCHOOL OF ORATORY.

PRIVATE.

Allen, Marie	Arlington	Larrabee, Mabel....	Denver, Colo.
Allen, Elizabeth	Decorah	Lake, Walter	Arlington
Baker, George	Decorah	Langhans, Agnes	Decorah
Bailey, Nancy	Decorah	Lee, Arnold	Decorah
Baskerville, Wendell....	Earlville	Littelle, Mildred	Fayette
Bates, Rex	Arlington	MacCann, Ray	West Union
Be kwith, Vera	Greeley	Miller, Margaret	Fayette
Burget, Thelma	Fayette	Parker, Hugh	Fayette
Cullins, Myrtle	Fayette	Peck, Caryl	Fayette
Dalvey, Louise	Decorah	Potter, George	Fayette
Daniels, Alice	Decorah	Roberts, Leah	Fayette
Dorman, Florence	Fayette	Sawyer, Neva	Aurora
Evans, Rudolph	Decorah	Seim, Ruth	Decorah
Garrison, Eleanor	Fayette	Smith, Lyle.....	West Union
Hill, Florence	Elkader	Thompson, Agnes	Decorah
Holm, Inga	Decorah	Thompson, Grace....	West Union
Howe, Charles	West Union	Theobald, Pearl....	West Union
Hjerleid, Gavin	Decorah	Ware, Lavon	Fayette
Jewell, Nelle	Decorah	Wiley, Frank.....	West Union
Jewell, Walter	Decorah	Whitford, Emma	Fayette
Knorr, Bessie	Decorah	Whitford, Joy	Fayette

CLASS.

Aitchison, Anna M.....	Cascade	Ludwig, Lillie	Independence
Baker, Nita	Farley	Mitchell, Mae	Cresco
Carrothers, Chester	Fayette	Newcomer, Ralph	Fayette
Denniston, Donald	Fayette	Newton, Mary W.....	Fayette
Dye, Wenonah	Fayette	Rathbun, Katherine L....	Fayette
Graham, Elizabeth .....	.....	Rutherford, Guy	Cresco
.....	East Dubuque, Ill.	Roberts, Leah	Fayette
Hill, Florence	Elkader	Schwandt, Clara.....	Rosendale, Wis.
Hungerford, Rena	Fayette	Smith, Muriel	McGregor
Jack, Pearl	Waucoma	Wooldridge, Earl	Edgewood
Janzig, Lydia	Guttenberg	Young, Ruth N.....	Fayette
Kennedy, Gail Mason....	Fayette	Young, Sadie L.....	Nora Springs

DRAMATIC ART.

Baskerville, Wendell ...	Earlville	Jones, Milton.....	Lime Springs
Cerney, Rob Roy.....	Manly	Kofske, Harry	Waterloo
DeBeck, George	Arlington	Leach, Edson	Hawkeye
Dorman, Frances	Fayette	Luce, Robert	Waucoma
Dorman, Florence	Fayette	McCann, Hadwin	Fayette
Gerhardt, Verne A.....	Arlington	Palmer, Kingsley	Hawkeye
Graham, James H.....	Fayette	Rabe, Will.....	Alta Vista
Hill, Florence	Elkader	Rutherford, Guy	Cresco
Jones, Leonard.....	Lime Springs		

DEBATE.

Albright, William T.....	Fayette	McCann, Hadwin	Fayette
Almquist, Alvin T.	Houston, Minn.	Meulenthaler, Lena..	West Union
DeBeck, George	Aplington	Miller, Don....	Esterbrook, Wyo.
Felter, Allan G.....	Fayette	Moore, Forrest.....	West Union
Follett, Walter C.....	Elgin	Neff, Joe.....	West Union
Gill, Joseph....	Strawberry Point	Newcomer, Guy	Fayette
Howard, Lloyd.....	West Union	Pebler, Edwin..	Strawberry Point
Hungerford, Laurence D..	Fayette	Powers, Glenn..	Fountain, Minn.
Hungerford, Louis N....	Fayette	Wiley, Frank.....	West Union

BUSINESS SCHOOL.

SHORTHAND.

Baldrige, Wilbur	Strawberry Point	Hausner, Claire D.....	Oelwein
Claxton, Forest	Fayette	Newcomer, Ray	Fayette
Cooper, Richard W.....	Fayette	Larrabee, Mabel Claire.....	Denver, Colo.

TYPEWRITING.

Atkinson, Henri	Sheffield	Coolidge, Hazel	Edgewood
Baldrige, Wilbur	Strawberry Point	Cooper, Richard W.....	Fayette
Barr, George Israel....	Davenport	Jack, Pearl Elizabeth..	Waucoma
Claxton, Forest	Fayette	Larrabee, Mabel C..	Denver, Colo.
		Newcomer, Ray	Fayette

BOOKKEEPING.

Atkinson, Henir R.....	Sheffield	Pape, John	West Union
Fussell, David	Fayette	Smith, Ray V.....	Garber
Harbaugh, Daniel	Elkport	White, Karl Leroy.....	Fayette
Newcomer, Ray	Fayette		

SUMMER SCHOOL.

GRADUATE STUDENTS.

Forsman, Guy C..	Carthage, S. D.	Smith, Leon L.....	Fayette
Hungerford, Charles W..	Fayette	Moreland, Thomas W..	Colesburg

COLLEGE.

Allen, Martha M.....	Arlington	Hunt, Nellie E.....	Fayette
Baskerville, Roberta	Earlville	Jack, Pearl E.....	Waucoma
Benton, Rena.....	Wadena, Minn.	Jakway, Anna L.....	Aurora
Brincken, Anton T.....	Chester	Jordan, Erick C.....	New Albin

Buhlman, Grace	Fayette	Kaiser, Dora M.....	Fayette
Buhlman, Lela	Fayette	Kniel, Verle C.....	Elgin
Caudle, Inez	Fayette	Leach, Henry J.....	Fayette
Claxton, Bernice K.....	Fayette	Manke, Clarence L....	McGregor
Davis, Gertrude E.....	Arlington	Miller, Ben H.....	Fayette
Dorman, Florence M.....	Fayette	Pebler, Edwin..	Strawberry Point
Dorman, Frankie	Fayette	Powers, Glenn C.	Fountain, Minn.
Elwood, Harriet	Elma	Roberts, Harrison G...	Hawkeye
Farrell, M. Gertrude.....	Lawler	Smith, Blanche	Edgewood
Felter, Oliver J.....	Fayette	Smith, Grace	Fayette
Felter, Allan G.....	Fayette	Smith, Elsie E.....	West Union
Felter, Maude	Fayette	Sperry, Alice	Fayette
Forsman, Oscar M.	Kimball, S. D.	Stevens, Maude..	Appleton, Minn.
Fults, Mary M..	Strawberry Point	Teeple, Angie M.....	Wauken
Galbreth, William	Fayette	Thompson, Harry..	New Hampton
Garrison, Eleanor	Fayette	Volbrecht, Bertha..	Charles City
Graf, Zinita B.....	Fayette	Wooldridge, Earle	Edgewood
Green, Hazel	Manchester	Young, Ross	Fayette
Handke, Mae M.....	Kendallville	Young, T. R.....	Center Junction

ACADEMY.

Bennett, Vincent	Fayette	Lockwood, Pearl	Fayette
Dickson, Florence	Luana	Reusser, Fred	Elgin
Dowse, Kenneth	Fayette	Roberts, Leah O.....	Fayette
Ehler, John P.....	Aurora	Smith, Thressa	Fayette
Finch, Mildred	Fayette	Walker, Waldo S.....	Fayette
Gaynor, Leta B.....	Fayette	Young, Keen	Fayette
Homewood, Kate	Hawkeye	Young, Ruth N.....	Fayette
Humiston, Albert M.....	Fayette	Zench, Herman F.....	Hogkinton

NORMAL.

Becher, Cornelia S.....	Westgate	Medberry, Elma Z.....	Elgin
Betts, Effie E..	Strawberry Point	Menger, Hazel M.....	Arlington
Broderick, Joseph G.....	Clayton	Paul, Cora H.....	Arlington
Brown, Bertha A..	Turkey River	Miller, Mary	Fayette
Chittenden, Madge Z.....	Fayette	Ranney, Golda	Maynard
Clemens, Verda L.....	Edgewood	Reusser, Fred	Elgin
Davis, Leta M.....	Arlington	Richards, Edith	Elgin
Dege, Irene L.....	Randalia	Rochford, Marie J.....	Sumner
Everett, Florence E.....	.....	Rogers, Louisa M.....	Hawkeye
.....	Strawberry Point	Sawyer, Neva F.....	Aurora
Felcher, Vivian H.....	Nashua	Scharff, Edith	Aurora
Fitch, Lola M.....	Waucoma	Searcy, Anna	Lake City
Flanagan, Mary	Wadena	Searcy, Lena C.....	Lake City
Ganger, Ella P.....	Floyd	Smith, Edna	Arlington
Ganger, Mabel G.....	Floyd	Spatcher, Leta	Fayette
Goldsberry, Mabel	Maynard	Stele, Emma	Edgewood
Green, Carrie	Kalispel, Mont	Stone, Flossie	Edgewood
Hill, Ena	Fayette	Struthoff, Alma	Maynard
Hoyer, Helene..	Strawberry Point	Schuessler, A. D.....	Fayette

Hull, Alta M.....	Hawkeye	Tyrrell, Emma M.....	Greeley
Jack, Ethel	Waucoma	Williams, Louise	Sumner
Kneeland, Agnes E....	Clermont	Wenger, Ida	Elgin
Lake, Flora K.....	Arlington	Werner, Helen..	Strawberry Point
Marvin, Eva L.....	Fayette	White, Cora B.....	Fayette

SCHOOL OF MUSIC.

INSTRUMENTAL.

Allen, Martha Marie...	Arlington	Miner, Ruth	Fayette
Chapmanfi Lavon E....	Fayette	Shafer, Hazel	Fayette
Claxton, Bernice Kate...	Fayette	Sweet, Helen	Fayette
Combs, Alma Beuplah...	Greeley	Ware, Lavon	Fayette
Hill, Marjorie	Fayette	Young, Ross Newman...	Fayette
Holbert, Charmion	Greeley	Young, Ruth Naomi.....	Fayette

VOCAL.

Benton, Rena	Fayette	Scharff, Edith	Aurora
Fussell, Harold	Fayette	Searcy, Anna...	Strawberry Point
Graf, Zinita B.....	Fayette	White, Mabel	Fayette
Kaiser, Dora	Fayette	Younkman, Elsie	Arlington
Kidder, Anna	Epworth		

ART.

Bennett, Mrs. A. E.....	Fayette	Miller, Mary	Fayette
Bennett, Vincent	Fayette	Rogers, Louise M.....	Hawkeye
Brown, Bertha A...	Turkey River	Scheussler, A. D.....	Fayette
Broderick, Joseph G....	Clayton	Searcy, Anna	Lake City
Green, Carrie	Fayette	Searcy, Lena	Lake City
Garrison, Eleanor	Fayette	Smith, Grace	Fayette
Ganger, Mabel	Floyd	Struthoff, Alma	Maynard
Ganger, Pearl	Floyd	Teeple, Angie	Waukon
Hill, Ena	Fayette	Williams, Louise	Sumner
Hull, Alta M.....	Hawkeye	White, Cora	Fayette
Jordan, E. C. R.....	New Albin	Younkman, Elsie	Arlington
Lewis, Maye	Lima		

SUMMARY OF STUDENTS.

COLLEGE OF LIBERAL ARTS.

	Men.	Women.	Total.
Seniors	13	8	21
Juniors	24	19	43

THE COLLEGE

117

Sophomores	18	24	42
Freshmen	27	19	46
Irregular	3	5	8
	<hr/>	<hr/>	<hr/>
	85	75	160

THE ACADEMY.

Fourth Year	3	5	8
Third Year	9	3	12
Second Year	3	6	9
First Year	8	8	16
Irregular	2	2	4
	<hr/>	<hr/>	<hr/>
	25	24	49

MUSIC.

Instrumental Music	10	40	50
Vocal and Stringed Instruments.....	21	29	50
	<hr/>	<hr/>	<hr/>
	31	69	100

School of Oratory	45	46	91
School of Business	12	3	15
Summer Session	32	98	130

Total	545
Names counted more than once.....	153
	<hr/>

Whole number of students.....392

This register of students and this summary includes only those students in attendance during the Academic Year, 1911-1912. Before 1910-1911 the catalogue covered not the Academic but the Calendar year. This summary therefore must not be used as a basis of comparison with previous catalogues.

INDEX

	Page		Page
Academy	71	Gymnasium	83-85
Accredited High Schools	102-104	History	29-32
Admission	13-24	Laboratories and Museum	81-83
Advanced Standing	23	Ladies' Professorship Asso-	
Alumni	99	ciation	99-101
Art, School of	64-65	Latin	36-39
Astronomy	35	Lecturers	12
Athletics	83-85	Library	80-81
Biblical Literature	41-43	Location	78-79
Business School	71	Mathematics	34-35
Botany	47-48	Museum	82-83
Board and Rooms.....	92-93	Music, School of.....	57-64
Buildings	79-80	Oratory, School of.....	66-70
Chemistry	49-51	Organization	77-78
College Calendar	2-5	Philosophy	40-43
College of Liberal Arts.....	13-70	Physics	51-52
Committees of the Faculty	11-12	Politial & Social Science...	27-29
Committees of the Trustees	7-8	Prizes	88-90
Course of Study	25-27	Psychology	35
Degrees	23-24	Public Speaking and Debate	54-55
Degrees and Diplomas.....	97-98	Religious Culture	85-86
Education	32-33	Social Science	27-29
Education, School of.....	55-57	South Hall	92-93
English	52-54	Students' Organizations ...	87-88
Entrance Requirements	13-14	Students, Register of.....	105-116
Expenses	91-92	Students, Suggestions to...	90-91
Faculty	9-10	Students, Summary of....	116-117
French	46	Studies, Choice of.....	25-27
General Information	74-76	Studies, Courses of.....	25-55
Geology	52	Summer Session	72-73
German	43-46	Trustees	6-7
Government	86	Tuition and Fees	93-96
Graduate Work	24	Zoology	49
Greek	38-39		

UNIVERSITY OF ILLINOIS-URBANA



3 0112 114112664

PAZ HELLER & PARTNERS
PRINTERS & BINDERS
CHICAGO, ILL.